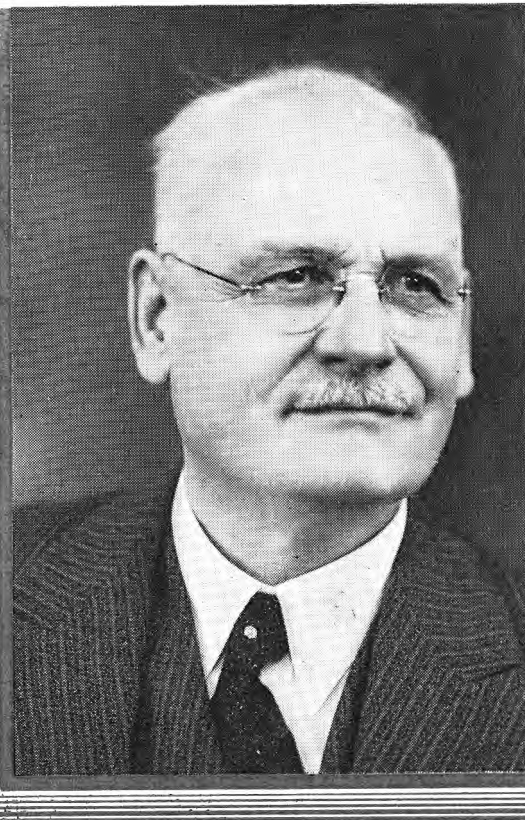
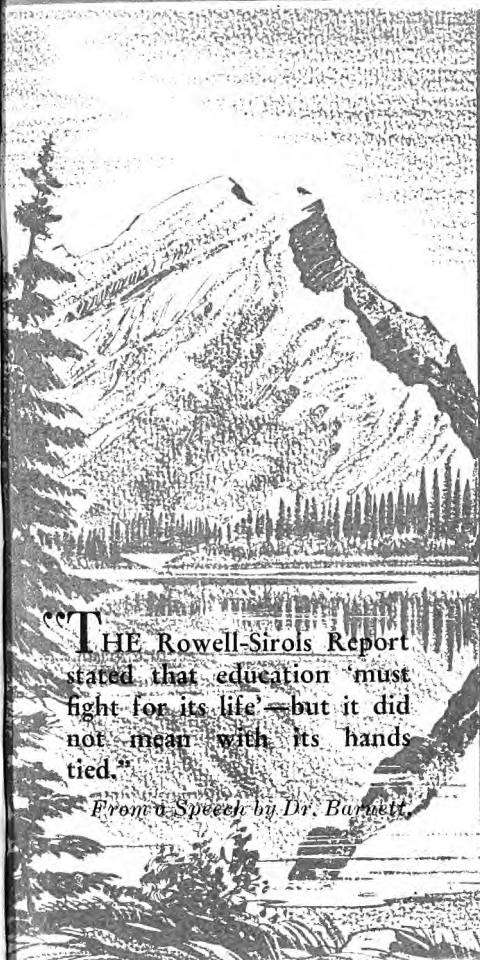


# THE A T A MAGAZINE



"THE Rowell-Sirois Report stated that education 'must fight for its life'—but it did not mean with its hands tied."

*From a Speech by Dr. Barnett.*

DR. JOHN W. BARNETT  
General Secretary-Treasurer  
Alberta Teachers' Association  
1918 to 1946

Annual General Meeting  
March 26, 27, 28, 1951

Special Convention Issue

MARCH, 1951



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Each year in the convention issue of The ATA Magazine we honor the memory of the late John Walker Barnett, general secretary-treasurer of the Alberta Teachers' Association for 28 years. As it has been the custom each year at this time, Dr. Barnett's picture appears on the cover of the Magazine, together with a brief quotation from one of his articles or addresses.

It is especially fitting that, at the Annual General Meeting, when teachers from all over the province meet together to study the affairs of the Association, we should honor the man who was responsible, more than any other single person, for the organization, growth, and strength of the Association. This year, the councillors will inspect the new headquarters building for the Alberta Teachers' Association, which is to be named Barnett House.

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# THE ATTA MAGAZINE

ERIC C. ANSLEY, Managing Editor  
10330 - 104 Street, Edmonton, Alberta

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MARCH, 1951

NUMBER 7

## PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

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# Editorial

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## ANNUAL GENERAL MEETING, 1951

### Features

THE thirty-fourth Annual General Meeting of the Alberta Teachers' Association will be held in Edmonton at the Macdonald Hotel March 26, 27, 28, 1951, with Fred J. C. Seymour of Calgary as presiding officer. Milton E. LaZerte, president of the Canadian Education Association, past president of the Alberta Teachers' Association (1938-39), past president of the Canadian Teachers' Federation (1939), will be awarded an Honorary Membership in the Association. Dr. LaZerte and E. T. Wiggins, president of the Canadian Teachers' Federation, and immediate past president of the Alberta Teachers' Association, will address the councillors. President Andrew Stewart of the University of Alberta will be the speaker at the banquet. It is hoped that the Alberta Teachers' Association building may be officially opened.

The business of this Annual General Meeting will consist of reports and resolutions, dealing with the following problems.

### The Right to be Consulted

So far, the Alberta Teachers' Association has never been granted this fundamental right. On a few occasions, the Department of Education has asked the Alberta Teachers' Association for opinions about school problems, the last time being in regard to the amendments to *The Teachers' Retirement Fund Act* in 1948. In a few instances, we have been granted the right to be consulted, upon request. In general, however, the practice has been for the Alberta Teachers' Association, and other groups interested in the schools as well, to present resolutions to the departmental officials once a year. This does not mean that the Department of Education and the Alberta Teachers' Association never discuss educational problems at any other time. However, it has meant that on most of these occasions the Alberta Teachers' Association has been forced into a position of protesting about something that had been done before the Alberta Teachers' Association had even heard about it. . . . Couldn't some plan like this be followed: (1) prepare proposed school legislation or regulations, (2) have informal consultations, (3) prepare draft of proposals and send to interested parties, (4) have meetings for formal consultation, (5) have amendments adopted. Consultation is one of the oldest democratic functions and the Alberta Teachers' Association wants to see it put into practice in education as well as in the departments of industries and labor, municipal affairs, and agriculture.

### The Rewriting of The School Act

This could have been used by the department, the Alberta School Trustees' Association, and the Alberta Teachers' Association as an op-

portunity to practice working together. The Alberta Teachers' Association asked that *The School Act* draft be submitted to a meeting representing these three groups. The Alberta Teachers' Association was asked to submit any suggestions for consideration. Finally, a meeting was arranged for January 8 in order to have the draft ready for the legislature this year. It was attended by the deputy minister, the chief superintendent of schools, seven representatives of the Alberta School Trustees' Association, and three representatives of the Alberta Teachers' Association. It was unfortunate that there were not enough copies of all sections of the draft for everyone at the meeting. About ten sections were covered hurriedly, the other sections being left to a smaller committee. Although it was not entirely satisfactory in so far as the revised School Act is concerned, it is hoped that this meeting marked the beginning of the practice of consultation in all school matters.

#### **Educational Publicity and Public Relations**

We must give the public more of the facts about the schools. The public will support our educational program if and when the public is properly informed. While our publicity and our public relations are better than they used to be, they are still not good enough. Just look at *The County Act*. Have we been able to convince the people that elected school boards with fiscal independence are fundamental in a sound school system? Have we convinced the people that the way the county system of local administration is being imposed is not democratic procedure? Also, the success of our educational publicity and public relations may be measured by the amount of the government grants for schools because of the actions of the legislature invariably reflect the thinking and opinions of the people.

#### **Resolutions and Reports**

There will be resolutions about teachers having a greater share in curriculum making, about professional training for students in the Faculty of Education, about salaries, grants, better tenure protection, pensions, *The ATA Magazine*, *The County Act*, federal aid for schools the shortage of teachers, rentals for teacherages, time off for principals and teachers, negotiations and collective agreements, selection and training of teachers, income tax regulations, inservice training for teachers, publicity and public relations, conferences. There will be reports from the president, the secretary-treasurer, the Board of Administrators, and our representatives on educational committees; in all, 91 resolutions and 15 reports.

## *Our President's Column*

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**I**N a matter of less than a month delegates from all parts of the province will assemble in Edmonton to attend the sessions of our Annual General Meeting. AGM time is one of the most interesting and important periods of our Association year. In these assemblies are gathered those members whose interest and experience makes them best qualified to debate and decide the issues facing our organization. History has it that our Association parliament has the equal of the stormiest sessions that ever faced parliaments of the people. In the play of argument and oratory are born the policies and attitudes of our Association. It is a good thing that we gather together from year to year to ask our questions, air our views, and reinforce our professionalism.

From time to time I have wondered whether it would be possible for AGM's of the future to reduce the number and variety of topics placed on the order paper. It does seem that we are invariably clogged with business, some of which, in retrospect, does not seem to have warranted the time spent on it. On the other hand, we can all name issues which received somewhat less of the studied debate and consideration which was their due.

As a result of the volume of resolutions passed by AGM's, Executives face the task of trying to deal with many ideas which stand in need of further investigation. Committees appointed to carry resolutions to the

Government and Department find too frequently that the number is too large, and the frame of reference, often, too sketchy. Perhaps, some solution will appear in the discussions of this coming AGM.

This month's column marks the last such contribution I will be making to the magazine. In many respects it is a relief to be freed of the continual nightmare of press deadlines which I have been only partially successful in meeting. On the other hand, I will regret the end of a regular opportunity to present some views and opinions to the membership. Letters I have received from teachers respecting this column are some indication that this feature of the magazine has merit and should continue to arouse debate and interest in the years to come.

Now that I am about to retire to the relative tranquillity of a past president's life, I should like to express the sincere appreciation of the measure of confidence and support accorded me during my term of office as your president. I cannot say in retrospect that the term has been a sinecure but it has had its rewards, —the experiences, the associations, the sense of achievement, and the notion of frustration. These are the perquisites of office. I hold it a high honor to have had the opportunity to be of service to our Association. May my successor be as happy in your confidence, and the richer by achievement.

F. J. C. SEYMOUR.

Our public schools are democratic; they are basic to our way of life. To fulfil their position they must be improved and strengthened. This takes public funds. The benefits flow to the entire nation; thus it is logical that to some degree, federal funds should flow to the public schools where such money is vitally required.

# Education is Big Business

HON. IVAN CASEY  
Minister of Education

**R**ECENTLY the government received a number of delegations. They presented resolutions to us—many of them concerning education. These delegations represented a cross section of our population and they expressed the opinion of a cross section of 800,000 people. Many of the resolutions presented by these groups in previous years have been implemented, several more are under consideration and investigation either by your government as a whole, or by this department.

Let me deal with some of these matters. We have the responsibility of implementing the requests, but we feel that you should have full and complete information on what has been and is being done.

## The School Borrowing Assistance Act

Following the period of depression, war, and scarcity, school boards were confronted with very heavy capital requirements. Centralizations had been forced upon them by teacher shortage and other factors; old schools had to be sold, moved, enlarged, or replaced. The capital costs of these projects exceeded what could be raised in cash from requisitions and taxation; money had to be borrowed and costs had to be spread over future years. However, the securities of some districts and divisions were not attractive to investors and something more had to be done to help these districts borrow—if borrowing was necessary, and to get interest rates to lower levels. Therefore, *The School Borrowing Assistance Act* was passed by the Provincial Legislature in 1950 and three million dollars was made available.

This Act at present operates as follows:

On each capital borrowing, whether by debenture or by a short-term borrowing from a treasury branch or bank, 12½% is advanced in cash and 12½% as a loan free of interest and repayable in ten years. The remaining 75% is obtained by the District by the sale of debentures or by loan.

During the first nine months of operation the Board administering the Act approved total capital borrowings of \$7,080,700 by sixty-three boards of trustees, and advanced to them a total of \$1,770,175. The debentures which were sold for the remaining 75% were nearly all sold by tender with the Department of Education assisting in the sale. The effect of the interest guarantee and of the other assistance given was to reduce net interest rates from slightly over 4% in 1949 to just below 3½% in 1950. When it is remembered that this interest is paid on only 75% of the total cost of a project it will be realized that the interest payments amount only to 2⅔% of the total borrowing.

As a typical example, one Division obtained authority from the Board of Public Utility Commissioners to borrow \$60,000 to build a new school. The School Borrowing Board advanced 25% or \$15,000 of this, only one-half is to be repaid. For the remaining \$45,000 the Department of Education supplied the facts to some seventy investment dealers and in-

---

From a broadcast by Mr. Casey on a Dominion network series of "Provincial Affairs."

---

vited them to tender on the issue, the debentures to run from one to fifteen years bearing interest at  $3\frac{1}{2}\%$ . Sale was made at a slight premium resulting in net interest rate of less than  $3\frac{1}{2}\%$ . The Division thus obtained from the Fund \$15,000, from debenture sale \$45,000, total \$60,000.

The Division must repay to the government loan fund \$7,500, to the debenture holders' principal \$45,000 and interest \$11,812.50, total \$64,312.50. Thus, spreading this \$60,000 expenditure over fifteen years costs the Division only \$4,312.50 more than the cash price.

In addition to this assistance with new borrowings, the Board administering the Act is empowered to refund  $12\frac{1}{2}\%$  of the principal installments on outstanding debentures. The total outstanding is approximately fifteen million dollars. As trustee boards make their payments on the principal they will be reimbursed by  $12\frac{1}{2}\%$  of their principal payments.

This year the government expects to extend this assistance to help school boards who are building on a pay-as-you-go policy and if this can be worked out on a satisfactory basis we hope to have some building done without incurring any debenture debt.

#### Summer School

Now let us examine a matter of grave concern to all educators these days—an important matter to many of you parents. Are the schools doing the job they are supposed to be doing? One way to decide is to look—not at the students inside but, at those outside our schools, the pupils who have dropped out. Why do 59 boys out of every 100 who are now in grade 7 drop out before completing high school? Of the students who wrote grade XII examinations in 1948, 1,701 attempted to complete general matriculation but only 978 succeeded. A check showed that of

the 723 who did not succeed, over 60%, 380 to be exact, lacked only one grade XII subject. When they did not get the necessary one or two subjects they left school. They could not or would not put in another year at school to finish grade XII. This year we are attempting to help these students finish their high school. We feel the slogan should be "Finish High School First."

Arrangements have been made to hold a summer school for grade XII at the Red Deer Composite High School. There will be two distinct courses. One will run from July 9 to August 17. This is for students who know they must get five to ten credits to complete high school. The other will be from August 1 to August 18. This will be for those students who find their results on the Departmental Examinations are not sufficiently high to enable them to receive a High School Diploma or meet the University requirements. In this way we hope to raise materially the percentage of our high school graduates without the necessity of them attending school for another full year. If you are a student within reach of completing high school this year, take advantage of this opportunity. Make your motto—"Finish High School First."

#### Transportation

To many of you in the rural areas the development of bus transportation has meant a chance for greater education for your children. This has developed very rapidly. Last year we had over 1,100 school buses on our roads. They carried a daily normal pupil load of approximately 26,000. This rapid development has brought many problems, not the least of which is the safety of these pupils. To date there have been surprisingly few accidents. But traffic conditions are changing—every day motor vehicles are involved in accidents—serious accidents—so our



precautions must be increased. The Highway Traffic Board, the RCMP and good bus drivers have been very important factors in keeping down accidents. During the year they have cooperated and assisted greatly in a number of Institutes for bus driver training, instruction, and inspection. It is our hope that this instruction and inspection will be continued and increased this year. This teamwork will pay off in accident prevention. In the meantime motorists are warned that when meeting or passing the familiar yellow and black school bus extra safety precautions must be taken. Remember you are required to stop when coming up behind buses loading or unloading on the highway and to slow down to 25 miles per hour if passing a standing bus from the front. "Safety First" must be the motto for these 26,000 children carried each day. We want to provide our rural pupils with a full measure of educational opportunity, but not unless it can be done with safety.

#### The School Act

Most of you have already heard that a new *School Act* will be placed before the coming Session of the Legislature. During the twenty years which have elapsed since the present Act was passed, education in this province has experienced many important developments, including the constitution of enlarged units of administration. Efforts have been made to provide the necessary legislative changes by means of amendments, but the accumulation of these has resulted in the present Act becoming rather difficult to read and interpret, even for those who have occasion to refer to it frequently. We are now preparing for the consideration of the Legislature a bill which represents our efforts to rewrite the Act in a simpler, more concise form. We have endeavoured to eliminate sections which have become

obsolete and to reorganize the material so as to avoid unnecessary duplication of provisions.

In the course of the rewriting, we have introduced a number of changes which have seemed desirable in the light of experience with the present Act. Most of these changes, however, are of minor significance, and very few are concerned with principles of real importance.

In compiling the new Act, opportunity has been given for trustees, teachers, and school officials to make suggestions and criticisms. Their assistance has been valuable and is appreciated.

We sincerely hope that the new Act will deal comprehensively and simply with all matters coming within its scope, and that it will be an acceptable instrument to all those engaged in the administration and staffing of our schools.

#### Conclusion

Education is big business—it is everybody's business. Yes, one out of every five of our population is in school. Over 10,000 teachers, janitors, officials and bus drivers are earning their living in education. The total cost of public education in 1949 was approximately \$26,351,000.00.

The Department of Education is a big spending branch of your Government. In fiscal year 1949-50 its expenditures were \$10,600,000.00, or over 20 percent of all Government spending on income account.

Added to this, if you live in a municipality, probably about 50% of your taxes go into education. Let us see that we get value for our money, but at the same time let us try to give the boys and girls of this province at least the opportunity for a sound basic education which will enable them to face the complex problems of this world with well balanced personalities capable of solving those problems as they should be solved in a democratic country.

# Mathematics Teaching on the March

JOHN C. CHARYK

Principal, Chinook School

## PART VI

### Economy of Time and Effort in the Teaching of Mathematics

**T**HAT man is wasteful is a truism.

In modern society efficiency experts are continuously investigating all fields of human endeavour in order to discover the causes for all forms of waste, whether these causes concern the methods employed in the process, or whether they are determined by the physical, sensory, intellectual, or the motor characteristics and capacities of the individual workers. The full significance of this wastage in the teaching process has only been recognized in quite recent times, and particularly the scientific study of these various problems as they concern the teaching of mathematics has scarcely begun. Let us consider some typical examples and discuss their practical implications.

Can you imagine a house being built without a plan? Can you imagine taking a course of training at the university which was not mapped out beforehand? It is imperative that whenever an important course of action is anticipated, a careful plan is a necessity before the enterprise in question can be concluded successfully.

The purpose in planning the course in a subject as systematic as mathematics is to guide and unify pupil activities at every stage of the work. A tentative plan of the year's work in a course in mathematics will require considerable forethought, but in its finality will pay dividends in the form of time economy and learning efficiency. The keeping of a

daily lesson plan, even by an experienced member, will prompt the teacher to present lessons that are interesting, well-prepared and well-organized. The very nature of a subject like mathematics demands a careful perusal of each and every topic before it can be most effectively presented to parallel the ever-changing tenor of the classes. At the conclusion of a particular lesson in mathematics the teacher can analyze the weaknesses and the strong points of the teaching procedure or theory employed, and make suggestions in the planbook for future guides to be followed in teaching the same topic. Such a practice will promote both professional growth and experience in the true sense of the meaning of the terms. It must not be forgotten however, that the teacher is teaching human beings and if we are to achieve our objectives in education, flexibility with its spontaneity must not be thwarted outright in an out-and-out plan. The proper articulation of learning from day to day, or from month to month, can be achieved only through carefully pre-conceived plans moulded to fit the needs of the individual members of the class.

If we now turn our attention to the wastage emanating from the assignments in mathematics whose sameness in character and activity breeds monotony, we discover that the students exhibit a decreased capacity for work, and that the results are usually affected both quantitatively and qualitatively. Daily and with certainty, which deadens any possibility of surprise or enthusiasm, the children hear the oft repeated im-

perative sentence, "Do the next fifteen problems on page 97 for tomorrow!"

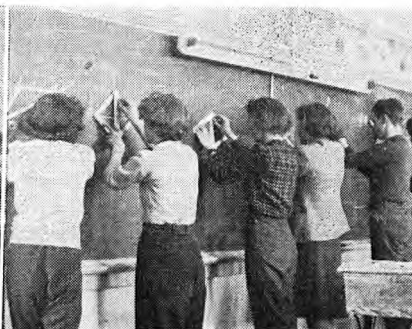
We are told in a traditional maxim that, "Variety is the spice of life," so why not inculcate some of this "spice" in the type and nature of assignments that are given the children. Survey the potential abilities of the various members of your class, and consider these personal capabilities when planning future assignments. The expression, "Every dog has his day," may be amended to read, "Children of every ability should have their day in the round of assignments." Exercises involving the construction of diagrams, paper folding, drawing cartoons, modelling mathematical figures, and the use of color in showing relationships, may possess a special appeal to the artists; model construction of textbook problems and field exercises—to the students skilled in muscular coordination; presentation of reports—to the orators; composing original problems, discovering new proofs, and oral exercises—to the thinkers; extra-difficult problems—to the geniuses; and special problems pertaining to engineering, nursing, farming and other vocations—to all. The latter problems might touch a parallel chord in the child's ambitions and pave the way for an interest in a

particular vocation. If we could just catch our breath once in a while and plan assignments ahead, it would be possible to foresee in what ways students may assist themselves and the class as a whole.

It has often been said that a chain is no stronger than its weakest link. This is particularly true of a highly interrelated subject like mathematics in which each successive level of ability or skill must be mastered before proceeding to the next. Teachers have come to realize that it is not sufficient to know that a pupil is weak or inaccurate in mathematics, for to stop at this stage is to precipitate another form of teaching waste. What is infinitely more important is to be able to diagnose the specific abilities and skills which are improperly mastered, and then provide the necessary corrective teaching. Absence from school, indifferent attitude, faulty study habits, changing from one school to another, ineffective teaching methods, and individual differences, are just a few of the causes for the necessity of this remedial work. The successful teacher is the one who considers timely corrective teaching as an integral part of every lesson.

In the high school, one of the most fruitful developments in the guidance  
*(Continued on Page 58)*

Left: There is plenty of mathematics (the bisection of angles and lines, and the drawing of perpendiculars to lines) in the construction and the operation of these models by a Grade IX class. Right: One way of dispelling monotony—let the students take their turns in working at the blackboard rather than at their desks. The students operating the models that they demonstrated in the picture at the left.



# Mon Dieu! J'ai Failli Echouer

ISABEL LANDELS  
Lethbridge Collegiate Institute

CERTAINLY there are many more worthwhile aims in the teaching of high school French than the mere passing of the grade XII examination, and there are a number of values accruing from the study of this course which cannot be accurately measured by a written examination. Nevertheless, there are many students, such as those desirous of entering university, to whom a good mark in this subject is of very real importance. Students are sometimes at a loss to account for the relatively low marks obtained on a French paper, where they "did" every question. An explanation of some of the details about the marking of these papers may assist teachers in helping their students to prepare for the examination and to avoid some of the common errors.

## Attention aux petits détails!

Teachers should call the attention of their students to the fact that *any error*, no matter how slight, reduces the mark in a given question (i.e., the wrong use or the omission of an accent, a cedilla, a hyphen, an agreement, etc.).

With this fact in mind, let us look over the 1950 June examination paper in French 3.

There are 35 sentences in Question 1 which the student is asked to complete with suitable words, e.g., *Donnez-moi (some water)*. There is one mark for each sentence, and each sentence has been carefully designed to bring out the knowledge (or lack of knowledge) of a specific grammatical point or an idiom.

E.g.:

- Sentence 1. partitive before a vowel sound.
- Sentence 2. the position and agreement of the adjective.
- Sentence 3. the definite article to express weight, measure, number, when indicating price.
- Sentence 4. the superlative of an irregular adjective.
- Sentence 5. the form "bel" before a masc. sing. beginning with a vowel or mute "h."
- Sentence 6. cardinal numerals in dates.
- Sentence 7. the idiomatic expression "à la page."
- Sentence 8. the interrogative adjective.
- and so on.

For the most part, the points involved are simple, many of them having been thoroughly taught in French 1. *But* the student so often fails to look carefully for the *point* which is involved in each sentence.

Certain words are too loosely translated, e.g., "beau" is often used instead of "joli," and "cinéma" is often used as a synonym for "théâtre"; by the time a student reaches French 3, his vocabulary should be sufficiently extensive to make such distinctions. The order of pronouns and the use of hyphens to join them to the imperative affirmative seems to give considerable trouble. Many students fail to recognize the aspirate "h," e.g., *ce héros*.

## Il faut réfléchir avant d'écrire

Three fairly long sentences in Question 2 are to be translated into French, e.g., Sentence 1. "When she comes to the store, will she want to speak to her brother?" There are three marks for each sentence, and one-half mark is deducted for each error. *Again*, the student should be trained to *study* the sentence, looking for its grammatical structure and idiomatic context *before* he starts to write his translation. Merely writing down the French for the words he immediately recognizes, i.e., magasin, frère, venir, parler, will result in more than six errors, and a mark of zero for the sentence.

## Toujours les verbes!!

A straight test on verbs is given in Question 3. It has been found that the general results on this type of question show a definite improvement year by year. Here the hard work and drill of the three years' course in French is bound to yield a high return in marks. It is generally found that the questions on the subjunctive forms are the least well answered. In part (3) where the student must *choose* the suitable tense, the results are less satisfactory; one might deduce that some students, while knowing the verb forms, are unable to use them correctly in context. Such a question should be carefully studied first by the pupil so that he may get the *feel* of it. The verbs in this question are marked either right or wrong, i.e., there are no partial marks for the student who writes *il amene* and forgets the orthographical peculiarity which requires the grave accent.

## La bête noire

A piece of prose narrative, in Question 4, is to be translated into French, and is valued at 20 marks. One-half mark is deducted for *each* error, but this type of question is

usually divided by the examiners into, say, four sections worth five marks each, so that the student is protected from losing too heavily on any one particular bit. The sentences are simple, but some students, who do quite well in translating disconnected sentences, seem to lose all sense of grammatical function when confronted with a number of sentences put together in narrative form. This particular passage, being all in the present tense, is considerably less difficult than a selection in the past tense, which requires a choice between the imperfect and the past indefinite (with the agreements of the past participle).

## Les élèves aiment se servir du dictionnaire

Definitions in French are given in Question 5, and the student is asked to write the French word. One mark is given for each word; note that the article is not required here, so that the student is not penalized for failing to know the gender of a word which he may have come across rather casually in his reading. Many students enjoy using the Larousse dictionary to hunt up definitions. Drill should be given in working both from the word to the definition and, as in this question, from the definition to the word. On the 1949 examination, taking a sample of 100 papers, only 13 percent made over half marks on the question on definitions, and students on the whole seemed unprepared for this type of question. However, it has been often noted by examiners that with the recurrence of a certain type of question for several years, the standard of achievement improves noticeably.

Question 6 asks the student to write the English words which resemble the given French words, one-half mark each. The question involves a certain amount of "guessing," but some students become very much interested during their study

(Continued on Page 61)



# Public Support for Better Schools

G. R. ASHBRIDGE, Secretary  
New Zealand Educational Institute

ALL too few teachers realize that the schools are evaluated by members of the public in terms, first of their own remembered experience in the schools, and secondly in terms of the experience of their children. The difference between what the public remembers of school life and what actually goes on in the schools now has to be proclaimed, of course, but it is the second aspect and its relation to the work of the teacher that I want to stress. The good teacher, good by my definition that is, knows that in the long run parents decide whether schools are worth supporting by the effect of the school on the lives of their children. It is what goes on in the classroom that determines people's thinking about education. It is what Janet and John have to say at the dinner table about what happened at school that day. We can be certain that any unusual happening in a classroom becomes a topic for conversation in the home of almost every pupil, and if the happening was unpleasant, an overworked teacher losing his temper, for instance, the school drops in public estimation.

The more one looks at the problem of securing greater public support for the schools, the greater the responsibility that rests on the individual teacher seems to become. What a paragon our ideal teacher is, and yet we must not think of it as an impossible ideal. Given ideal conditions, the average teacher, adequately trained, could come close to it. And ideal conditions, being a matter of bricks and mortar and equipment and material comfort, are not so impos-

sible of achievement. What else do we want? Ideal children? But children are the teacher's raw material, the clay for his potter's wheel, and this he must take as it comes. He will not find it all equally suitable to his purpose, it will not all take the same final shape, but even at its most intractable it represents an exciting challenge to his powers to give it at least some smooth and pleasant shape.

These difficult children—they try the teacher's patience as much as they try his powers. Yet on his handling of them depends much of his reputation with parents. If the teacher is wise he will work in consultation with the parents. But he will not merely carry complaints to them. Nothing could be worse from the point of view of good community relations. Nor should the good teacher confine his parent contacts to the homes of his maladjusted children. What about the rest of his class? Wouldn't it be a good idea if he knew something about their background too? Suppose, when a not-too-clever child finally overcame some obstacle that had been barring its progress, he rang up the child's mother and told her what a big step forward had been taken. Suppose, in the case of a clever child, he writes to the parents a little note expressing appreciation of the child's work. Suppose every teacher in every school at some time or other during the term found something good to say about every child in the class and took steps to see that he communicated it to the parents. Can't you imagine what an upsurge of good-will towards the schools would be created? . . .

What about the teacher in his cap-

*(Continued on Page 59)*



# Annual General Meeting, 1951

## EDMONTON WELCOMES TEACHERS

*"'Tis education forms the common mind:  
Just as the twig is bent the tree's inclined."*

ALEXANDER POPE.

We are proud of the fact that Alberta's school system is recognized as outstanding on the North American continent. However, even though our educational system be perfected to the ultimate, it still cannot function except through the efforts of individual teachers. They are the vital point of contact, the strong end-link in the chain of planning and perfecting our system of education.

The City of Edmonton expresses admiration and gratitude for the endless efforts of our teachers to maintain the pre-eminent position of Alberta schools. In so doing, they are moulding superior citizens, developing leaders for tomorrow and contributing greatly to the maintenance and the strength of our democratic way of life.

  
DEPUTY MAYOR.

## Provincial Executive Election

The following is a list of nominations of candidates for election to the Provincial Executive, for the year ending Easter, 1952. In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation.

Position	Names	Nominated by
President	<b>Marian Gimby</b> Edmonton, Alberta	Calgary Rural, Correspondence School Branch, Edmonton Elementary, Edmonton Intermediate, Edmonton High, Vermilion, Stettler, Stony Plain.
	<b>A. R. Patrick</b> Lacombe, Alberta	Athabasca, Camrose, Clover Bar, Killam, Lacombe, Lamont, Macleod, Ponoka, Smoky Lake, Thorhild, Two Hills, Vulcan, Westlock, Wheatland.
Vice-President	<b>E. G. Callbeck</b> Calgary, Alberta	Calgary City, Lethbridge District, Macleod, Stony Plain, Vulcan.
	<b>Lars Olson</b> Holden, Alberta	Athabasca, Bonnyville, Calgary Rural, Camrose, Clover Bar, Edmonton Elementary, Edmonton Intermediate, Grande Prairie, Holden, Killam, Lac La Biche, Lacombe, Lamont, Ponoka, Smoky Lake, Stettler, Two Hills, Vegreville, Vermilion, Wainwright, Westlock, Wheatland.

District Representative North- western Alberta	<b>Mary Gray</b> Grande Prairie, Alberta	Grande Prairie.
	<b>E. E. Oliver</b> Fairview, Alberta	Fairview, Peace River.
North- eastern Alberta	<b>Carl Farvolden</b> Athabasca, Alberta	Athabasca, Lac La Biche.
	<b>Nicholas Poohkay</b> Hairy Hill, Alberta	Lamont, Two Hills.
	<b>Michael Skuba</b> Smoky Lake, Alberta	Smoky Lake.
*Central Eastern Alberta	<b>Selmer Olsonberg</b> Mannville, Alberta	Camrose, Holden, Killam, Vegreville, Vermilion, Wainwright.
Central Western Alberta	<b>James W. Briggs</b> Stettler, Alberta	Stettler.
	<b>H. L. Larson</b> Ponoka, Alberta	Lacombe, Ponoka.
	<b>George A. Taylor</b> Rocky Mtn. House, Alberta	Olds, Rocky Mountain House.
*South- eastern Alberta	<b>Edwin McKenzie</b> Medicine Hat, Alberta	Medicine Hat City, Medicine Hat Rural.
South- western Alberta	<b>Leon L. Harker</b> Raymond, Alberta	St. Mary's River.
	<b>Robert A. Kimmitt</b> Lethbridge, Alberta	Lethbridge District.
	<b>F. A. Rudd</b> Lethbridge, Alberta	Lethbridge City.
*Calgary District	<b>W. Roy Eyres</b> Arrowwood, Alberta	Calgary City, Calgary Rural, Drumheller, Vulcan.
Edmonton District	<b>Frank Edwards</b> Edmonton, Alberta	Edmonton Elementary, Edmonton Intermediate, Edmonton High, Westlock.
	<b>N. Samoil</b> Thorhild, Alberta	Thorhild.
	<b>Robb W. Wilson</b> Stony Plain, Alberta	Stony Plain.

\*Elected by Acclamation.

## ***Nominations for President***



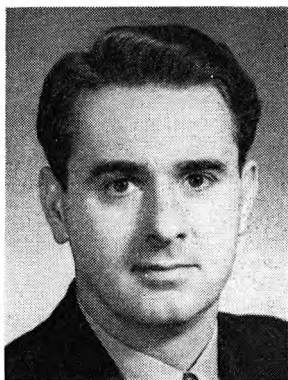
**MARIAN GIMBY**

Our professional association is one of the finest. I am proud of it, and very proud to be nominated as president.

Here are my qualifications: Teaching—over twenty years in Alberta, rural and city schools. Academic—M.A. with Honours in History, University of Oxford (IODE scholarship).

Experience in the ATA—four consecutive years on the Provincial Executive; twice elected vice-president; chairman of several provincial committees; ATA representative on the AEC; member of the Alberta delegation to the conference of the CTF, Saskatoon, 1950.

Vote for me if you will. If you elect me president, I shall continue to serve with every endeavor the ideals and interests of the ATA.



**A. R. PATRICK**

Russ. Patrick is principal of the Lacombe Schools.

He received his public and secondary education in the town of Stettler and holds his bachelor's degree in education from Alberta. Mr. Patrick has had over 20 years teaching experience in Central and Northern Alberta, where he has been active in Alberta Teachers' Association work on local executives, at fall conventions, in salary negotiations, and at summer school where he served as president of the students' council in 1945.

Mr. Patrick has served for two years on the Provincial Executive and at present is a member of the Discipline Committee and the ATA representative on the Audio-Visual Committee.

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## ***Nominations for Vice-President***



**E. G. CALLBECK**

E. G. Callbeck has taught in Alberta for 20 years, during which time he has been very active in Alberta Teachers' Association work.

He has attended Annual General Meetings for 13 years, has been president of two local associations and secretary of a local association for five years, and of a sublocal for three years. He has been a member of the Provincial Executive for two years and of the Executive committee for the new Alberta Teachers' Association building.

Mr. Callbeck has acted as ATA representative for several locals in salary disputes, and for eight years has been a member of the Calgary salary committee.



**LARS OLSON**

I wish to extend my thanks to the members of all locals who have nominated me as vice-president of the ATA, and to my many supporters throughout the province, who have worked so zealously on my behalf. Teaching is an exacting profession and demands much of its members. I have been a member of our professional organization since normal school days, and have served in offices of sublocal, local and district organizations. I have also served for two years on the Provincial Executive and I have acted, on several occasions, as bargaining agent and as a member of arbitration boards. In August, 1950, I acted as consultant on ATA administration at the Banff Workshop.

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# ***Resolutions, Annual General Meeting, 1951***

This material is confidential and the information contained therein is for the use of the members of the Alberta Teachers' Association only. None of the material contained in these resolutions may be reproduced, either in whole or in part, except on the written authority of the general secretary-treasurer of the Association.

NOTE: Some locals may find that their resolutions have not been printed exactly as forwarded to the office under statutory declaration. The councillors of the locals concerned have the right to ask that the resolutions be read, as originally drafted, and/or discussed at the same time that the resolutions covering the same matter or principle are before the Annual General Meeting.

Resolutions have been amended because:

1. They concern matters either in effect or being considered.
2. They are similar in content to other resolutions, one of which has been printed.

In these cases the Executive has selected the most comprehensive resolutions.

3. "By-laws and resolutions involving the expenditure of money of the Association shall be referred to the Executive Council for recommendation or report before being presented to the Annual General Meeting."—By-law No. 23.

*There are three classifications of resolutions to be presented to the Annual General Meeting*

- (a) those passed by previous Annual General Meetings and regarded as policy resolutions of the Alberta Teachers' Association,
- (b) those presented for consideration by one or more local associations,
- (c) those presented for consideration by the Executive Council of the Association.

## **GENERAL POLICY OF THE ASSOCIATION**

1. **BE IT RESOLVED**, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the province:

(1) An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the province, and where they might induce to return to the profession many teachers who

have left teaching for more remunerative employment.

(2) Adequate grants up to at least 50 percent of the total cost of elementary and secondary education, such grants to include

- (a) a grant per classroom,
- (b) an equalization grant based on the assessment per classroom,
- (c) a grant per pupil based on enrollment,
- (d) a grant per teacher based on qualifications and experience,

- (e) a grant towards cost of transportation in centralization,
  - (f) an isolation grant, based on the isolation of the school,
  - (g) a building grant for schools and homes for teachers.
- (3) Adequate retirement allowances, with the pension scheme providing for disability and death benefits.
- (4) More teacher participation in school programs so that teachers may share in the development and planning of curricula and all other activities of the school.
- (5) The establishment of higher standards for the teaching profession, including entrance requirements which are the equivalent of those for other faculties of the university, and a minimum of two years of training for certification.
- (6) The employment of properly qualified persons in all teaching and supervisory positions.
- (7) Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer. **(Annual General Meeting)**
2. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education
- (1) to encourage teachers to take a greater part in curriculum making throughout the province,
  - (2) to make provision for centres to build their own curricula in consultation with the curriculum branch of the Department of Education;
  - (3) to use *The ATA Magazine* to report to the teachers all developments in curriculum making,
  - (4) to use *The ATA Magazine* to acquaint teachers with all proposed curriculum developments and changes, and to allow time for teachers to study these proposed changes before they are put into effect,
  - (5) to make adequate provision for curriculum meetings during school time at committee and sub-committee levels,
  - (6) to release one or more teachers from classroom duties to do the writing with respect to curriculum making or changes,
  - (7) to make provision for more representatives of the Alberta Teachers' Association on Department of Education curriculum committees. **(Annual General Meeting and Executive)**
3. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Executive Council of the Government to use part of the money, that is now being spent on bursaries for students in the first and second years of training in the Faculty of Education, for scholarships to students in the third and fourth years of training in the Faculty of Education. **(Annual General Meeting)**
4. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to send representatives to a meeting to discuss the problems of curriculum making, in general, and in detail. **(Annual General Meeting)**
5. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the conference committee and the Alberta Educational Council to support their request to the Executive Council of the Government to engage a committee of one or more properly trained and experienced school technicians, in consultation with the Alberta Teachers' Association, to make a survey to form the basis for a minimum foundation program for the schools of Alberta, and that interested parties be permitted to submit briefs to the committee. **(Annual General Meeting)**
6. Whereas; the Alberta Teachers' Association is requesting addition-



# **TEACHERS!**

## ***Your Help is Needed For Crippled Children***

If your school is located north of Olds you can help the cause of crippled children. This week 165,000 letters containing Easter Seals and an appeal for aid have gone out to the homes of Northern and Central Alberta. You can add to the success of the campaign by telling your classes what it means to be a crippled child, the understanding and help needed by them, and the social and humanitarian implications there are in this for all who wish to become good citizens and good Canadians.

If you and your classes wish to participate in the campaign, we will gladly send you as many sheets of Easter Seals as requested for sale by your pupils. Last year the school children of Saskatchewan sold over fifty thousand dollars worth of Easter Seals. Write for your seals today to: The Easter Seal Campaign, 10560 - 105th Street, Edmonton. This is a training in Civics as well as a direct help to Alberta's crippled children. Your co-operation will be most valuable.



**The Edmonton Cerebral Palsy Association**

**The Associated Canadian Travellers**

**(Edmonton Club)**

**The Kiwanis Club of South Edmonton**

al responsibilities in the field of curriculum, and

Whereas; it is felt that, if the Alberta Teachers' Association embarks upon a program of curriculum study and evaluation, these requests will be favorably received,

**BE IT RESOLVED**, that this Annual General Meeting instruct the Executive Council of the Alberta Teachers' Association to implement a thorough program of curriculum study throughout its membership. **(Local)**

7. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to negotiate with the Association in regard to the relationship between teachers, principals, and superintendents, and in the matter of advertising staff vacancies. **(Annual**

#### **SALARIES, PENSIONS, AND GRANTS**

9. Whereas; on January 1, 1951, only 100 teachers in Alberta were being paid at a rate of salary less than \$1500 per year,

**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 172 of *The School Act* by raising the Statutory Minimum to \$1500 per year and by the deletion of the proviso to Sub-section (2), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time."  
**(Annual General Meeting)**

10. Whereas; the present system of collective bargaining between local groups of teachers and their employing boards has, in the main, proved satisfactory, but  
Whereas; there is merit in the principle of one salary schedule for all teachers in the province,  
**BE IT RESOLVED**, that this An-

#### **General Meeting)**

8. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association be instructed to thank the Department of Education and the Alberta School Trustees' Association for their co-operation in the setting up of a conference committee, which met twice during the past year, to discuss mutual problems, including the rewriting of *The School Act* and at the same time to urge the Department of Education to make a practice of calling into consultation the Alberta Teachers' Association and the Alberta School Trustees' Association in regard to all proposed changes in *The School Act* or school regulations and any other matters in which teachers' interests are concerned. **(Executive)**

nual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite provincial salary schedule proposal for submission to councillors in General Meeting. **(Annual General Meeting)**

11. Whereas; according to the terms of *The School Act*, a teacher may be docked 1/200 of his annual salary for every day he does not present himself at school, including days that the weather was too severe, the roads impassable, transportation facilities suspended, and for other reasons beyond the teacher's control,

**BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for absence of the teacher from the school for any

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# ***TEACHERS!***

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of the above reasons, without loss of pay. (**Annual General Meeting**)

12. **BE IT RESOLVED**, that in cases where noon-hour supervision is absolutely necessary, school boards make adequate provision for such supervision. (**Annual General Meeting**)

13. Whereas; towns coming into divisions or counties may find that salaries of present teachers are above the divisional schedule, and Whereas; when schedules are changed from positional to single form, some salaries are higher than they would be under the single schedule,

**BE IT RESOLVED**, that we recommend that all collective agreements contain a clause stating "that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into force of this schedule." (**Annual General Meeting**)

14. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the executive of the Alberta School Trustees' Association to agree to the appointment of a permanent board of arbitration consisting of five members, any three of whom will form a board in the matter of a salary dispute between any board of trustees and its teacher employees. (**Executive**)

15. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for accumulative sick pay for teachers up to a maximum of 200 days. (**Annual General Meeting**)

16. **BE IT RESOLVED**, that in the event that the agreement between the divisional board and the salary negotiating committee has not been agreed upon before the deadline that each teacher be given two weeks to consider the new

salary schedule before it becomes binding upon him. (**Local**)

17. Whereas; salaries and wages are lagging far behind increasing prices, and

Whereas; savings have been drastically reduced in value because of inflation,

**BE IT RESOLVED**, that this Annual General Meeting petition the Federal Government to effect such measures as will restore prices to a normal range. (**Local**)

18. **BE IT RESOLVED**, that school boards be empowered to negotiate collective agreements respecting all living and working conditions of their employees, and that all sections of *The School Act* which presently conflict with the power of school boards in this respect be amended. (**Local**)

19. **BE IT RESOLVED**, that the Alberta Teachers' Association Central Office can greatly assist negotiating committees by keeping them better informed of the results of conciliation and arbitration cases in various divisions or districts in the province. (**Local**)

20. Whereas; the present pension rate is lower than the pension awarded to civil servants,

**BE IT RESOLVED**, that the pension rate be raised to two percentum on a par with that of the civil service. (**Local**)

21. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association seek changes in *The Teachers' Retirement Fund Act*, or in the By-laws, to provide that where a teacher has ceased to be employed because of ill health and subsequently resumes employment, and where no payment has been made by a school board to the Fund on his behalf, he may make contributions to the Teachers' Retirement Fund for a period, or periods, for which he was unpaid not exceeding a total of ten teaching months

# **SUMMER SESSION UNIVERSITY OF ALBERTA**

Edmonton, Alberta

**JULY 3 - AUGUST 11**

Teachers planning to attend the Summer Session should note carefully the following excerpts from the Summer Session Announcement.

- *A substantial portion of course content must be mastered before the session opens. A test covering this assigned study is set for Friday, July 6th.*
- *The deadline for the acceptance of registrations is April 14th. Exceptions to this ruling may be made in special cases, but only with the specific approval of the Dean of Arts and Science or the Dean of Education.*

**REGISTER NOW!**

**Address all correspondence to:**

**The Director, Summer Session,  
University of Alberta, Edmonton, Alberta**

## **Projection Equipment**

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Edmonton, Alberta**

within any period of three years in an amount calculated on the rate of salary he would have received under the salary applicable to him at the time he ceased to be employed. ((Local)

22. **BE IT RESOLVED**, that the Provincial Executive approach the Executive Council of the Province of Alberta with a view to having the Government pay into the Teachers' Retirement Fund sufficient money to take up the accrued liability of the Fund, and so make it possible to eliminate the actuarial difference in pensions paid. (Local)

23. Whereas; termination of pensionable service takes place at age 65, and

Whereas; termination of permanent contract take place at a later date,

**BE IT RESOLVED**, that the date of termination of pensionable service be made to coincide with the date of termination of contract. (Local)

24. Whereas; the Alberta civil servants may count a year's leave of absence as pensionable service,

**BE IT RESOLVED**, that teachers in Alberta be given the same privilege, provided that the teachers concerned pay the required contribution. (Local)

25. Whereas; teachers are permitted absences from teaching by their employing school boards either for study purposes to improve their teaching qualifications, or upon sabbatical leave; and

Whereas; it is in the best interests of education generally that such leaves be granted; and

Whereas; such teachers remain in

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the employ of their respective school boards, either with or without salary; and

Whereas; it places an undue burden upon the teacher enjoying such leave to have the period of leave denied as pensionable service under the By-laws of *The Teachers' Retirement Fund Act*; **BE IT RESOLVED**, that the Alberta Teachers' Association duly request the Board of Administrators of *The Teachers' Retirement Fund Act* to pass a By-law pursuant to Section (5), Subsection (2) of the said Act, making it permissible for teachers who are on leave of absence while studying to improve their teaching qualifications, or while on sabbatical leave, to contribute to the pension fund four percent of their annual salary earned in the year immediately prior to leaving their employ, for each year they are on such leave, so as to make such

period of leave acceptable as pensionable service. **(Local)**

26. Whereas; the inadequate grants for elementary and secondary schools have resulted in inadequate salaries for teachers, which is the primary cause of the continuing shortage of teachers in Alberta,

**BE IT RESOLVED**, that the Alberta Teachers' Association continue the campaign to obtain provincial grants of at least 50 percent of the total cost of elementary and secondary education. **(Annual General Meeting)**

27. **BE IT RESOLVED**, that the Alberta Teachers' Association, and the local associations of the Alberta Teachers' Association, ask all members of the House of Commons and the Senate from Alberta to support legislation for federal aid to schools. **(Annual General Meeting)**

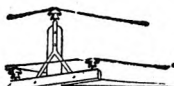
28. **BE IT RESOLVED**, that the



*When lighting fades . . .*  
**So do Grades!**

**IMPROVE  
CLASSROOM  
LIGHTING!**

**Right light near,  
Means bright lad here.**



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Executive Council of the Alberta Teachers' Association be asked to write to the Minister of Education expressing appreciation and approval of *The School Borrowing Assistance Act*, which is an initial step in aid of building, and at the same time requesting the Government to increase capital grants for schools and teacher-ages. (**Executive**)

29. Whereas; education costs borne by the municipalities continue to rise, and

Whereas; the burden on local taxation is becoming too heavy, **BE IT RESOLVED**, that the Provincial Government increase grants-in-aid of education substantially. (**Local**)

30. **BE IT RESOLVED**, that we believe that a larger proportion of capital costs should be paid from provincial funds, and urge that this proportion be increased to at least 50 percent of total costs. (**Executive**)

31. Whereas; the present emergency in educational finance poses problems that appear impossible of solution on the present basis of financing, and

Whereas; the financial position of municipalities, especially rural municipalities, seems likely to deteriorate, and

Whereas; the provincial financial position is better than at any previous time in Alberta's history, **BE IT RESOLVED**, that the Provincial Government be urgently requested to review the whole problem of educational finance in the light of the above conditions, and to revise the present basis of educational finance so that a much smaller share of the cost of supporting education be borne by direct property taxes, and further **BE IT RESOLVED**, that this Association reiterates its belief that not less than 50 percent of the costs of elementary and

secondary education should be paid from provincial funds. (Executive)

## TENURE

32. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed termination of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' associations. (Annual General Meeting)

33. **BE IT RESOLVED**, that the Alberta Teachers' Association petition the Government to amend the present legislation giving school boards the right to transfer teachers at the end of the school year, or during a school year, only when mutually agreed upon by all teachers concerned, such amendments to make provision for appeal of any notices of transfers of teachers. (Annual General Meeting)

## LIVING AND WORKING CONDITIONS

34. Whereas; *The School Act*, as amended in 1949, makes provisions for scholarships by districts for teacher-training, and Whereas; the Department of Education has circularized school boards, asking them to share in the cost of these bursaries, **BE IT RESOLVED**, that we ask the Department of Education to take the steps necessary to insure that teachers who have accepted bursaries from school boards are not bound to a contract with that board, nor obligated to accept employment with the board at that

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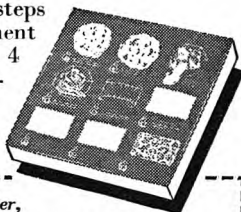


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board's convenience but that they should be permitted to accept employment with other school boards if they have not been placed by the board in a specific school on or before July 15. (Annual General Meeting)

35. **BE IT RESOLVED**, that the Department of Education be asked to set a grant per pupil to be included in the grant regulations, and that no grant be made for more than 32 pupils for each "home" classroom. (Annual General Meeting)

36. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education that, in all schools, provision be made for adequate staff rooms, including principal's office and a general staff room. (Annual General Meeting)

37. **BE IT RESOLVED**, that the Alberta Teachers' Association ask provincial and local school authorities to give consideration to finding a solution to the problem of living accommodation for teachers, including the feasibility of building houses and apartments centrally located in villages or towns, such buildings to have modern facilities. (Annual General Meeting)

38. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to all locals that in their collective agreements provision be made for the school boards to supply stenographic and clerical assistance to principals, vice-principals, and teachers. (Annual General Meeting)

39. **BE IT RESOLVED**, that the Executive Council of the Alberta

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Teachers' Association ask the Alberta School Trustees' Association and the Department of Education to provide time off for principals, vice-principals, and teachers in order to look after details of administration and/or preparation of material for classroom instruction. (**Annual General Meeting**)

40. **BE IT RESOLVED**, that the Department of Education be asked to cooperate with the Alberta School Trustees' Association and the Alberta Teachers' Association in the preparation of regulations with regard to the renting of teacherages. (**Executive**)

#### LEGISLATION

42. Whereas; salary agreements are now negotiated by the board of

41. Whereas; many Alberta teachers have been required by their school boards to supervise their schools during the noon hour, and Whereas; *The Alberta School Act* does not include noontime supervision among the specific duties of a teacher in his school,  
**BE IT RESOLVED**, that the matter of noontime supervision be reviewed by a committee including members of the Alberta Teachers' Association, the Alberta School Trustees' Association, and the Department of Education with a view to finding a satisfactory settlement of the problem. (**Local**)

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**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 171, Sub-section (6) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district." (**Annual General Meeting**)

43. **BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act* so as to make provisions for an elected school board that shall have as one of its responsibilities the requisitioning and the control of funds for educational purposes. (**Annual General Meeting**)

44. **BE IT RESOLVED**, that the Alberta Teachers' Association seek the cooperation of the Alberta School Trustees' Association and other organizations in bringing to the people of Alberta detailed information about the needs of education in this province, and further

**BE IT RESOLVED**, that this Annual General Meeting ask the Executive Council of the Government to make a thorough survey of the Alberta schools. (**Annual General Meeting**)

45. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 178, Sub-section (1) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed. (**Annual General Meeting**)

46. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* giving school boards the right to negotiate with the local associations of the teachers with respect to holiday periods, having regard to transportation facilities and to the minimum holidays provided in *The School Act*. (**Annual General Meeting**)

47. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to propose an amendment to *The School Act* by providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is absent from school to attend meetings of educational nature. (**Annual General Meeting**)

48. Whereas; money to be spent on education should be administered by a school board elected specifically for that purpose, and Whereas; coopting additional members for the school committee is contrary to democratic principles,

**BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act*, eliminating the aforementioned undemocratic principles in it, and further **BE IT RESOLVED**, that *The County Act* in no case be introduced without a favorable plebiscite vote of the taxpayers concerned. (**Local**)

#### ORGANIZATION, ADMINISTRATION, AND PROFESSIONAL TRAINING

49. **BE IT RESOLVED**, that no per capita payments be made to any local after its fall convention date unless the local has forwarded to the Alberta Teachers' Associa-

tion's office a list of its officers for the year. (**Local**)

50. Whereas; of late years, at many of the fall conventions, there has been a falling off of interest on



the part of the teachers, and Whereas; this lack of interest is due to too large a portion of the program consisting of lectures of a pedantic nature on subjects of little interest to the general body of teachers assembled, and

Whereas; the conventions are too large for the contacts and exchange of ideas which are the chief object of gathering together.

**BE IT RESOLVED**, that the Alberta Teachers' Association take steps to

- (1) institute a workshop type of convention in which a greater number of teachers may actively participate,
- (2) reduce the size of the conventions to not more than three divisions. **(Local)**

#### PUBLIC RELATIONS AND EDUCATIONAL PUBLICITY

51. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to the good and bad features of our educational system, and

Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of the objectives of education in Alberta, and not to public indifference to education,

**BE IT RESOLVED**, that every local be urged to set up a public relations committee, and a publicity committee, which committees shall be directly responsible for public relations activities in

- (1) sending news of local interest to the local press,
- (2) sending news of provincial interest to the Alberta Teachers' Association Head Office,
- (3) assisting the Alberta Educational Council publicity campaign and all other campaigns interested in the welfare of our schools,
- (4) cooperating with the press through advising them of educational events of interest and news value, and further

**BE IT RESOLVED**, that each local provide the necessary funds in order that this committee may not be handicapped in carrying out its duties. **(Annual General Meeting)**

52. **BE IT RESOLVED**, that the Provincial Government be requested to give much greater publicity to law prohibiting motorists to pass school buses that are stopped on the highway. **(Local)**

53. Whereas; educational publicity and public relations is an important part of the Alberta Teachers' Association program, and

Whereas; many locals of the Alberta Teachers' Association have public relations officials,

**BE IT RESOLVED**, that the Alberta Teachers' Association Central Executive give greater attention and assistance to the coordination of said relations throughout the province, such assistance to be more extensive than the mere use of the editorial columns of *The ATA Magazine*, and further

**BE IT RESOLVED**, that this material be made available to the sub-locals. **(Local)**

#### SELECTION AND TRAINING OF TEACHERS

54. Whereas; under the present practices it is difficult for graduates of the Faculty of Education to have any definite information

with respect to the Alberta Teachers' Association and its professional responsibilities,

**BE IT RESOLVED**, that the Al-



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berta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education: (1) adequate instruction in ethics and professionalism such as is given in other faculties, (2) a requirement that all members of the Faculty of Education be members of their professional organization, the Alberta Teachers' Association. (**Annual General Meeting**)

55. Whereas; it is not possible, in a one-year teacher-training program, to make adequate provision for academic courses, professional courses, and practice teaching, **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, and the Board of Teacher Education and Certification that the one-year program of teacher training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification. (**Annual General Meeting**)

56. **BE IT RESOLVED**, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of inservice training and that school boards be encouraged to send teachers to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid. (**Annual General Meeting**)

57. **BE IT RESOLVED**, that the control of standards and conditions of entrance to the teaching profession be determined in consultation with the Alberta Teachers' Association. (**Annual General Meeting and Executive**)

58. Whereas; in the past no selection of applicants to the Faculty of

Education has been in effect, and Whereas; the policy of admitting any person with the required academic qualifications has resulted in loss of prestige and professional status to the teaching profession,

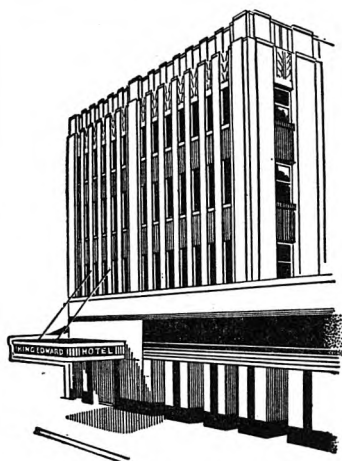
**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Board of Teacher Education and Certification to make provision for the adoption of some system of teacher selection, which should include a recommendation from the principal of the school from which the applicant has obtained his grade XII training, personal interviews, and any other techniques that would assist in selecting as candidates for teacher training only those who are fitted for the profession of teaching. (Annual General Meeting)

59. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Board of Teacher Education and Certification that any proposed revision of the teacher training programs in the Faculty of Education should include the following:

- (1) provision for more general courses,
- (2) the elimination of the repetition of methodology,
- (3) provision for more observation of good teaching practices. (Annual General Meeting)

60. **BE IT RESOLVED**, that the Board of Teacher Education and Certification be asked to make available in the master of education program courses that would be useful to teachers and principals, such as administration, supervision, and guidance. (Annual General Meeting)

61. Whereas; in the interests of education it is desirable that all teachers be fully qualified, and Whereas; regular classroom teach-



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ers must meet the requirements as set forth by the Department of Education and the Board of Teacher Education and Certification,

**BE IT RESOLVED**, that the policy of the granting of Letters of Authority be thoroughly reviewed in the light of recent developments. **(Local)**

62. Whereas; the policy of the Provincial Government in granting scholarships and bursaries to teacher candidates taking the one-year course for the temporary license was originally intended to meet a temporary emergency arising as an aftermath of the war, and

Whereas; such a temporary emergency can no longer be deemed to exist, and

Whereas; the granting of such bursaries operates to subsidize the entrance into the teaching profession of candidates having inferior scholastic and professional qualifications, and

Whereas; it is not in the best interests of the public in general or of education in particular to lower the standards of the teaching profession,

**BE IT RESOLVED**, that this Annual General Meeting of the Alberta Teachers' Association condemn the practice of granting bursaries to teacher candidates taking the one-year course leading to the temporary license, and petition the Provincial Government to grant no further bursaries to teacher candidates taking a program shorter than the two-year course. **(Local)**

63. Whereas; considerable time and energy now used in teacher inspection might be used more profitably in helping the teacher in interpreting the course of study and in maintaining adequate standards in the skill subjects, and

Whereas; routine administrative duties prevent the inspector from inspecting the classroom more than once a year,

**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to either

- (1) relieve the present superintendents of administrative duties in order that they may have time to act as full-time superintendents of instruction, or
  - (2) appoint assistants to the superintendents as superintendents of instruction.
- (Local)

#### MISCELLANEOUS

64. **BE IT RESOLVED**, that the Department of Education be asked to place the superintendents of schools, inspectors, and directors on a schedule, the equivalent of the schedule for the principalships of the largest schools in the province. (Executive)

65. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association, in cooperation with the Canadian Teachers' Federation, continue their efforts to have allowed as deductible from taxable income

- (1) expenses in attending summer school,
- (2) Association fees, including the supplementary pension fee,
- (3) professional books and magazines,
- (4) expenses of attendance at conventions.

(Annual General Meeting, Local, and Executive)

66. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Alberta School Trustees' Association to recommend to school boards of divisions that allow-

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ances be made to superintendents of divisions, in addition to their salaries paid by the Provincial Government, in order that their incomes may be the equivalent of the salaries of the principals of the largest schools in the province. (Executive)

67. Whereas; at present there exists little definite evidence with relation to the fundamental skills of school children in this province, **BE IT RESOLVED**, that the Alberta Teachers' Association consider instituting a long-range research program in the province so that future comparisons in fundamental school skills may be made fairly. (Local)

68. **BE IT RESOLVED**, that this Annual General Meeting go on record as being dissatisfied with the editorial policy of *The ATA Magazine* during the year 1950. (Local)

69. Whereas; there is some dissatisfaction with the contents of *The ATA Magazine*,

**BE IT RESOLVED**, that the contents be made more professional. (Local)

70. Whereas; the University of Alberta is the property of the whole province and should therefore make its facilities available to all Alberta students at costs approximating the costs to students residing in the university cities, **BE IT RESOLVED**, that the matter of equalization of these costs to all Alberta students be given further consideration by the Senate of the University of Alberta. (Local)

71. Whereas; class excursions, field trips, industrial visits, and other such activities are a recognized part of modern educational procedures, and  
Whereas; accidents to pupils may

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occur in spite of most careful supervision by the teacher-in-charge,

**BE IT RESOLVED**, that we request the Department of Education to issue a statement of policy regarding teacher responsibility and liability for pupils on excursions both in and out of school hours. **(Local)**

72. Whereas; secretaries of school districts and divisions do not come under a pension scheme, and Whereas; they are directly concerned with education,  
**BE IT RESOLVED**, that secretaries of school districts and divisions come under some existing pension scheme. **(Local)**

73. Whereas; the Department of Education secures various services from members of our organization, and

Whereas; the remuneration for

such professional services is inadequate,

**BE IT RESOLVED**, that the Central Executive of the Alberta Teachers' Association make representation to the Department of Education to secure adequate rates of pay for professional services. **(Local)**

74. Whereas; the Department of Education has not increased the basic pay for sub-examiners, yet the cost of living has increased beyond 170, nor given adequate living allowance credits for the same,

**BE IT RESOLVED**, that the Department be requested to raise the basic sub-examiner rate to \$17.50 per day, and the living allowance to \$7.50, the same to come into effect July 2, 1951. **(Local)**

75. **BE IT RESOLVED**, that the

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Executive be asked to investigate the possibility of establishing a teachers' credit union in Alberta, and to present a report of its findings in *The ATA Magazine* in time for consideration before the Annual General Meeting of 1952. (Local)

76. Whereas; many high school texts are available only towards the end of the December term, and Whereas; the Department of Education makes no allowance for this difficulty in obtaining texts early in the term, in so far

as examinations and granting credits are concerned, and Whereas; teachers in city schools have the first opportunity to get what texts are in stock in the School Book Branch,

**BE IT RESOLVED**, that the Annual General Meeting ask the Department of Education to arrange a better liaison between the School Book Branch and the Curriculum Branch to prevent a recurrence of this situation. (Local)

#### RESOLUTIONS REFERRED TO THE ATA EDUCATION COORDINATING COMMITTEE

*By regulation of the Annual General Meeting all resolutions dealing with curriculum, examinations, etc., are referred to The ATA Education Coordinating Committee for investigation and report. The following resolutions come under this category:*

77. **BE IT RESOLVED**, that a general course in grade X be not introduced until a more thorough consideration be given through discussion by teachers in the fields concerned. (Local)

78. **BE IT RESOLVED**, that nine periods a week be allotted to the teaching of English in the high schools. (Local)

79. **BE IT RESOLVED**, that, in our opinion, there should be much less emphasis on the objective-type of question in grade XII final examinations. (Local)

80. Whereas; there is great delay in getting books from the Alberta School Book Branch each September,

**BE IT RESOLVED**, that a better system of distribution be worked out by the School Book Branch. (Local)

81. Whereas; more time on the timetable has been allotted to the study of English in grades VII, VIII, and IX, and

Whereas; the need for greater emphasis on a thorough grounding in English in high school is apparent from examination results,

**BE IT RESOLVED**, that more time be allotted in the high school program for the teaching of English. (Local)

82. Whereas; the teaching of English has been encroached upon in the high school by the inclusion of many other subjects of lesser importance,

**BE IT RESOLVED**, that in the high school, English be not combined with any other subject as it has been in the intermediate school. (Local)

83. **BE IT RESOLVED**, that the high school diploma state definitely whether the student who receives it does so on the basis of his majoring in academic, technical, or commercial subjects. (Local)

84. Whereas; the standards for passing grade IX are too low in the Province of Alberta, and

Whereas; the recent regulation governing grading of grade IX students allows the teacher to credit a pupil with 50 percent of his work done during the year, and

Whereas; this practice will force the standards down still further,

**BE IT RESOLVED**, that the standards for entrance into senior high school be raised appreciably, and further

**BE IT RESOLVED**, that the Department of Education assume full responsibility for passing grade IX students. (Local)

85. Whereas; the present system of allotting readers to the pupils in division one is not uniform or satisfactory, and

Whereas; insufficient supplies of readers in some classrooms creates a serious organization problem for the teacher and a handicap for the pupils,

**BE IT RESOLVED**, that there be a uniform set of readers for the pupils of division one throughout Alberta. (Local)

86. Whereas; University of Alberta undergraduate courses can only be studied at the University during the regular sessions or started at home and completed at summer school, and

Whereas; this often places not only a physical strain on the teacher but also a financial one,

**BE IT RESOLVED**, that this Annual General Meeting of the Alberta Teachers' Association requests the University of Alberta and the Department of Education to so alter the regulations that a teacher may take at least part of his degree work by extramural courses. (Local)

87. Whereas; there is a tendency to substitute the study of functional English for the formal study

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of grammar in junior and senior high schools, and

Whereas; there is continuous criticism of the knowledge of grammar of graduates from our high schools by the university authorities and laymen alike, and Whereas; it would seem more important that teachers, above all professional people, should understand the rules of grammar thoroughly, and

Whereas; although teachers of mathematics, foreign languages, etc., must have advanced courses beyond the grade XII level, present grammar teachers have no such course,

**BE IT RESOLVED**, that the Alberta Teachers' Association be asked to obtain as an essential for all graduates of the Faculty of Education a substantial course in formal grammar. (Local)

88. Whereas; the Department of Education has announced a change in policy with respect to grade IX examinations stipulating that the final mark awarded in social studies and general science will be based upon the teacher's confidential report (50 percent), and Whereas; it will be difficult if not impossible to standardize teachers' gradings in these subjects,

**BE IT RESOLVED**, that the Department of Education be asked to reconsider this policy and return to the previous method of the departmental examinations determining the students' final grading. (Local)

89. Whereas; the English curriculum already contains ample material for the time allotted to it, and

Whereas; unnecessary verbalism is time-wasting and serves no useful purpose,

**BE IT RESOLVED**, that the technical terminology employed in the language section of the English examinations should be confined to the grammatical terms used in the current authorized texts, avoiding the gratuitous insertion of recondite synonyms, e.g., a verb "to be" should be called a verb "to be," not a non-predicating or non-finite verb, etc. (Local)

90. Whereas; the English literature course is already heavily loaded, so that complete yet detailed coverage is in many schools (and for many pupils) an impossibility, and

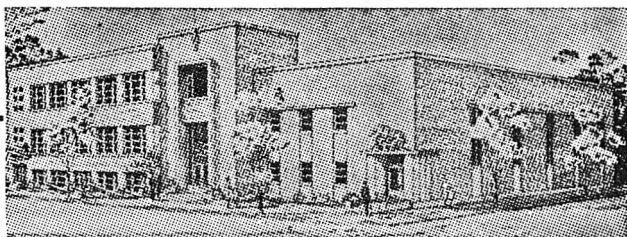
Whereas; it is preferable to discourage undue emphasis on any one section (e.g., essays) at the expense of some other (e.g., poetry),

**BE IT RESOLVED**, that the literature examination, as far as it contains material drawn from the actual course of studies, should distribute such marks and questions as equitably as possible among the divers sections. (Local)

91. Whereas; book orders arrive late, often with errors in orders and non-inclusion of books, and return orders do not receive prompt attention; nor is there notification of increase in prices, and Whereas; many books on authorized lists are out of stock. **BE IT RESOLVED**, that the School Book Branch be reorganized in order to offer better service. (Local)

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ill help you avoid colds — but if you catch a cold and it gets worse, at the least sign of fever — go to your doctor and do what he says.

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City..... Prov.....

\*T.M. Reg.



# Financial Report

To the Members of the  
Alberta Teachers' Association.  
Ladies and Gentlemen:

February 10, 1951.

We submit herewith Balance Sheet of your Association as at December 31, 1950, Revenue and Expenditure Statement for the year ended that date, together with Balance Sheet and Revenue and Expenditure Statement of *The ATA Magazine* for the same date and period.

We have audited the Association's books, accounts and records for the year 1950, and report that we have received all the information and explanations we have requested, and that all of our requirements as auditors have been complied with. In our opinion, the accompanying Balance Sheet is drawn up so as to exhibit a true and correct view of the financial position of the Association as at December 31, 1950, and the Revenue and Expenditure Statement correctly reflects the results of operations for the year then ended, according to the best of our information, the explanations received by us, and as shown by the books of the Association.

Bank balances and securities representing the Investments have been verified by us. During the year no securities were purchased, while securities disposed of were \$875.80 Province of Alberta Adjustment Coupons, and \$14,600.00 Sterling Stock. The Reserve for Devaluation of Sterling Securities held, in the amount of \$4,200.00, has been applied against these securities.

Additions to Office Equipment totalled \$2,398.05 and \$78,797.61 was expended on the new building. Of this, \$40,000.00 was advanced by the Board of Administrators, Teachers' Retirement Fund, and the duplicate Certificate of Title has been deposited with the Board as security.

Operations for the year have resulted in a Surplus of \$23,933.88 on general account and a Deficit of \$2,229.55 on *The ATA Magazine*, or a net Surplus of \$21,704.33. The Association's net assets, or members' equity, now total \$177,127.75, composed of total Assets as shown on the Balance Sheet of \$221,505.98, less liabilities of \$44,378.23, made up of Current Liabilities of \$4,378.23 and advance from the Teachers' Retirement Fund of \$40,000.00.

A payment of \$1,200.00 from the General Fund was made to the Manitoba Flood Relief Fund during the year.

Appropriation to Trust Funds from Revenue during the year totalled \$12,260.44, composed of \$9,000.00 from General Revenue and \$3,260.44 from Investment Earnings, the latter being at the rate of 3% per annum on the balances of Scholarship, Research, Library and General Reserves at December 31, 1949, with the balance of investment earnings being credited to Building Reserve. Details of these appropriations are as follows:

<u>Trust Fund</u>	<u>From General Revenue</u>	<u>From Investment Earnings</u>	<u>Total</u>
Research .....	1,000.00	360.00	1,360.00
Scholarships .....	\$1,000.00	\$ 403.65	\$ 1,403.65
Library .....	1,000.00	360.00	1,360.00
Building .....	3,000.00	866.04	3,866.04
General .....	3,000.00	1,270.75	4,270.75
	<u>\$9,000.00</u>	<u>\$3,260.44</u>	<u>\$12,260.44</u>

During the year the Supplementary Pension Fund was set up; \$33,792.92 was received during the period, with an estimated \$6,011.85 due at December 31, 1950, or a total of \$39,804.77. Out of this, \$30,139.92 has been paid, leaving a balance in the Fund of \$9,664.85.

We shall be pleased to supply any further information which may be desired at any time.

All of which is respectfully submitted.

PATRIQUIN, DUNCAN, McCLARY, McCLARY & KING,  
By: John P. McClary.

**ALBERTA TEACHERS' ASSOCIATION  
BALANCE SHEET  
DECEMBER 31, 1950**

<b>Assets</b>			
<b>Current Assets—</b>			
Cash on Hand .....	286.13		
Cash in Imperial Bank of Canada .....	<u>15,146.87</u>	15,433.00	
Department of Educa- tion and Divisional School Boards (Esti- mate of Fees not yet received) .....		7,476.90	
Cash Advanced for Executive Expenses .....		231.10	
Accounts Receivable .....		446.25	
Stationery on Hand .....	<u>750.00</u>		24,337.25
<b>Investments—</b>			
City of Edmonton Bonds .....		5,000.00	
Accrued Interest .....		<u>87.33</u>	5,087.33
<b>Advances to the ATA</b>			
Magazine .....			3,069.22
<b>Fixed Assets—</b>			
Office Equipment .....	11,098.25		
Less Reserve for Depreciation .....	<u>7,342.43</u>	3,755.82	
Library .....	<u>2,000.53</u>		
Less Reserve for Depreciation .....	<u>1,900.48</u>	<u>100.05</u>	3,855.87
<b>Trust Funds Assets—</b>			
Cash in Imperial Bank of Canada ....		1,405.92	
Securities of the Dominion of Canada, Provinces of Alberta and Saskatchewan, Cities of Calgary and Edmonton, and The Hydro-Electric Power Commission of Ontario (At Cost) .....		87,196.38	
Accrued Interest .....		1,102.88	
Estimate of Supple- mentary Pension Fees Receivable ....		6,011.85	
Mortgage .....		4,087.62	
Real Estate — Land and Building Costs to date .....		<u>85,351.66</u>	<u>185,156.31</u>

221,505.98

**ALBERTA TEACHERS' ASSOCIATION  
BALANCE SHEET  
DECEMBER 31, 1950**

**Liabilities**

Current Liabilities—			
Accounts Payable .....	1,459.43		
Local Fees Payable ....	<u>2,918.80</u>	4,378.23	
Trust Funds Liability and Reserves—			
Trust Liability:			
Teachers' Retirement Fund—Building Advance .....	40,000.00		
Trust Funds Reserves:			
Scholarships .....	14,858.80		
Research .....	13,000.00		
Library .....	13,000.00		
Bulding .....	49,203.38		
General .....	45,429.28		
Supplementary			
Pension .....	<u>9,664.85</u>	<u>145,156.31</u>	185,156.31
Surplus—			
Balance Dec. 31, 1949		10,267.11	
Surplus for Year 1950	23,933.88		
Less Magazine			
Deficit for 1950	<u>2,229.55</u>	<u>21,704.33</u>	
Balance Dec. 31, 1950			31,971.44

This is the Balance Sheet referred to in our report to the Members of the Alberta Teachers' Association, dated February 10, 1951.

PATRIQUIN, DUNCAN, McCLARY, McCLARY & KING,  
Chartered Accountants  
By: John P. McClary.

Edmonton, Alberta,  
February 10, 1951.

221,505.98

## ALBERTA TEACHERS' ASSOCIATION

## REVENUE AND EXPENDITURE STATEMENT

YEAR ENDED DECEMBER 31, 1950

Revenue	
Fees .....	94,548.80
Less Transferred to The ATA Magazine	85,548.80
Investment Earnings ....	<u>3,260.44</u>
	88,809.24

## Expenditure

Office and Administration—		
Salaries .....	14,391.59	
Postage and Excise .....	482.06	
Printing, Stationery and Office Supplies	2,068.77	
Phone and Telegraph	990.44	
Rent and Janitor .....	1,930.17	
Audit .....	564.50	
Accounting Services ..	300.00	
General Expenses .....	983.80	
Interest and Exchange	151.82	
Pensions .....	292.65	
Unemployment		
Insurance .....	178.79	
Office Repairs and Renewals .....	6.05	
Depreciation of Office Equipment ..	1,109.82	23,450.46
Law Costs and Legal Retainer .....	553.80	
Adjustment of Grievances		148.09
Organization .....		174.32
Publicity .....		5,920.20
Fall Conventions .....	2,619.46	
Less Receipts Applied	1,653.85	965.61
Banff Workshop .....	4,753.11	
Less Receipts Applied	2,985.87	1,767.24
Annual General Meeting		5,338.73
Executive Meetings and Expenses .....		5,782.97
Library Committee .....	454.57	
Less Revenue Applied	360.00	94.57
Research Committee ....	500.00	
Less Revenue Applied	360.00	140.00
Committees .....		917.16
Salary Negotiations and Board of Reference		1,864.27
Canadian Teachers' Federation Fees .....		3,695.40
Moving Expenses (Net)		1,802.10
Trust Funds		
Appropriations:		
From General Revenue	9,000.00	
From Investment		
Earnings .....	3,260.44	12,260.44
Net Surplus being excess of Revenue over Ex- penditure, for the year ended Dec. 31, 1950		<u>64,875.36</u>
		<u>23,933.88</u>

THE ATA MAGAZINE

BALANCE SHEET—DECEMBER 31, 1950

Assets	
Bank Balance .....	1,926.06
Accounts Receivable .....	1,393.16
Less Reserve for Bad Debts .....	<u>200.00</u>
Office Equipment .....	83.05
Less Reserve for Depreciation .....	<u>83.05</u>
	<u>3,119.22</u>

Liabilities

Account Payable .....	50.00
Surplus:	
Net Transfers from Alberta Teachers' Association .....	<u>7,306.42</u>
Deduct:	
Deficit Balance	
Dec. 31, 1949 .....	2,007.65
Net Deficit for 1950	<u>2,229.55</u>
Balance Dec. 31, 1950	<u>3,069.22</u>
	<u>3,119.22</u>

THE A.T.A. MAGAZINE

REVENUE AND EXPENDITURE STATEMENT  
YEAR ENDED DECEMBER 31, 1950

	Revenue		Expenditure
Advertising .....	6,090.77		
Subscriptions .....	<u>9,365.30</u>		
Total Revenue .....	15,456.07		
Administration and Salaries .....		4,800.00	
Rural Editorial .....		<u>461.87</u>	5,261.87
Service .....			
Printing of Magazine (10 Issues) .....		9,919.61	
Commissions on .....			
Advertising .....		1,376.70	
Postage—Magazine ..		<u>223.19</u>	11,519.50
Postage—General .....		72.41	
Audit and Accounting Services .....		100.00	
Exchange .....		5.90	
Rent and Janitor .....		467.78	
Stationery and .....			
Supplies .....		87.77	
Mimeographing .....		7.62	
Travelling .....		<u>60.17</u>	
Operating Deficit .....	801.65		17,583.02
Add:			<u>2,126.95</u>
Provision for Depreciation of Office Equipment		16.61	
Provision for Bad Debts .....		<u>85.99</u>	102.60
Net Deficit for Year Ended Dec. 31, 1950			<u>2,229.55</u>

# 1950 Income Tax Returns

JOHN P. McCLARY

**P**ERSONAL income tax returns covering the calendar year 1950 must be filed on or before April 30, 1951, with the Director-Taxation at either Edmonton or Calgary, depending upon past practice and the part of the province in which the taxpayer resides.

Two forms of return are available to taxpayers for filing of 1950 personal income tax returns. "T.1 Short Form 1950" is for use of individuals whose earned income of any amount is solely from salary, wages or pensions and whose investment income, if any, is not over \$2,400.00 for the year. All other individuals, and those claiming foreign tax credits, will use form "T.1 General 1950."

Income subject to tax includes:

**Earned Income,—**

1. Salaries, wages, pension, bonuses, and subsistence allowance (before income tax or pension deductions).

2. Value of free board and living accommodation received from the employer as part of the remuneration.

**Investment Income,—**

1. Interest on savings bank deposits, bonds, or loans. Such interest income may be reduced by bank charges for operating the savings account, interest paid on installment purchases of bonds, carrying charges on money borrowed and reloaned by the taxpayer, safety deposit box charges, etc.

2. Dividends from Canadian companies, less depletion allowance in the case of corporations whose income includes mineral profits. Rates of depletion allowances deductible from 1950 dividends have not yet been published. If the company concerned has not notified its share-

holders of the rate applicable the maximum rate of 20 percent may be taken and will be adjusted by the Department.

3. Dividends from other Canadian and foreign corporations, less depletion.

4. Rents received less expenses incurred in earning this income, including depreciation.

5. Annuities received to the extent only of the income or interest portion of the amount received.

6. Alimony, separation or maintenance allowance received from a former spouse under a court order or separation agreement.

7. Other income, such as income from an estate or trust, but not a bequest or distribution out of the capital of an estate.

Deductions from Earned Income include Approved Pension plan contributions such as those made to the Teachers' Retirement Fund. This amount will be shown on the T.4 Slip received from the employer, and does not include contributions made to the Supplementary Pension Fund. Payments received from this fund are taxable in the hands of the recipient as they have not contributed to the fund. Alimony payments made are also deductible before obtaining "Net Income."

From the net income the following deductions are made:

1. Personal exemptions,—

Basic exemption for everyone \$1,000.00.

Additional exemptions,—

If 65 or over in 1950, \$500.00.

Married or equivalent status, \$1,000.00.

Wholly dependent children qualified for Family Allowance, each, \$150.00.



Not qualified for Family Allowance, each, \$400.00.

Other dependents. Amount spent (not to exceed \$150.00 for those qualified for Family Allowance, or \$400.00 for those not qualified).

A spouse may not be claimed as a dependent if earning over \$1,000.00 during the year. If earning between \$250.00 and \$1,000, the excess over \$250.00 must be deducted from the taxpayer's personal exemptions. Other dependents may receive up to \$500.00 per annum from all other sources and still be considered wholly dependent.

2. Charitable donations, not exceeding 10 percent of net income. Receipts must be attached.

3. Medical expenses exceeding 4 percent of net income, up to \$750.00 for a single person, \$1,000.00 for a married person, plus \$250.00 each for dependents (\$1,000.00 maximum). These expenses must be incurred and paid during any twelve-month period ending in 1950, and not claimed previously. Receipts must be attached from a licensed medical practitioner, dentist, nurse or hospital, and should include payments made by

Insurance or Hospitalization Associations on your behalf.

If it is to your advantage in calculating personal exemptions, you may reduce your wife's income to \$1,000.00 or that of another dependent to \$500.00, and add the amount of such reduction to your own tax payable.

Taxable income is obtained by subtracting the total of these deductions from the net income and the tax is then calculated from the table on the T.1 form. Ten percent of net dividends from taxable Canadian corporations is then deducted to obtain the "Tax Payable."

If deductions made by the employer, and reported on the T.4-1950 slip exceed the "Tax Payable," the T.1 form should be filed and a refund obtained, after the return is checked by the Department.

This outline covers only the more common outlines of income and deductions. Reliable publications covering less usual cases, and giving greater detail, may be obtained at most news agents and stationery stores.

---

## SUPPLEMENTARY LIST OF VOTERS

### Additions to list of voters in February issue

Edith Adair; Constance Aikenhead.  
Kathleen Beierbach; Anne H. Bellmont.  
Edith J. Checkel; Elmer G. Clark; E. E. Clarke; Helen Cook; Ellen Cooper; E. M. Cuff; Julia Cunningham.

Eva S. David; Norma H. Dunsmore; Maurice Dupuis.

Corrine Fraser.  
Mrs. Gerlitz; Barbara Gerlitz; W. J. A. Granger; Thelma Griffiths; E. N. Griggs.  
Edith Hart; Joan Harvey; Mabel Higginson; Lorene M. Hill; Charlotte Homan.

Anne Jovenazzo; Lila Johnson.  
N. Kindrakewich; Roy H. Kitchen; Jean Knight; Mike Kozmac; Ed. J. C. Kryskow.  
Mary Langley; Mrs. N. H. Lobay; Esther Loree; L. Margaret Lowe; Norah Lyons.

Mary MacMillan; Avis McKenzie; Lois E. McLean; Mary McLean.

E. G. Miller; Olive Monroe; Ethel Muddle.  
Theodora Neelands; Pearl Nelson; Olaf Nowak.

Evelyn Palechek; T. Patterson; Eva Perrett; John P. Procyk; Ruth Purser.

P. Raesler; Helene Repp; Ethel Romanow; Bernice Rude.

Ella Schamahorn; Helena Schmidt; Elsie Silzer; Olive Simmons; Olga Skuba.

Mrs. Warren Smith; Marian Sorenson; Marie Ange St. Martin.

D. Tansem; Irene Tiege; Beatrice Toole; Margaret Turner.

E. Van Kleeck; Margrit Von Arx.  
Sr. Florence Bourbonnais; Sr. Montpetit.



# Official Bulletin, Department of Education

No. 137

## Grade XII Summer School

The Department of Education has announced that it will operate a Summer school at Red Deer July 9 to August 18. It will consist of two sessions. The first one extending for 6 weeks, will run from July 9 to August 17; the second will run from August 1 to August 18 and will include Saturday classes. The school will help students in the following groups:

Students who during this school year are not taking high school instruction either in the classroom or by correspondence and who lack a few credits of the requirements set for those eligible to receive a High School Diploma or unrestricted entrance to the University of Alberta.

Students now attending high school who lack "B" or better standing in one or two subjects included in the list of requirements for general matriculation standing.

Students who are taking examination subjects by correspondence but who desire to attend summer school and give concentrated attention to their studies in preparation for the August examinations.

Instruction will be given in English 3, Social Studies 3, Algebra 2, Trigonometry and Analytical Geometry, Physics 2, Chemistry 2 and French 3.

Applications for the six weeks'

course should reach the Director by May 31 together with a money order for \$10.00 payable to the Deputy Minister, Department of Education. The balance of the tuition fee, if any, must be paid to the representative of the Department of Education at the Red Deer Composite High School on July 9, 1951, the opening day of school. In the case of students taking the three weeks' course, the total fee must be paid on the opening day, August 1, 1951.

Dormitory accommodation will be available at the Red Deer Composite High School. Rates for board and room will be as follows:

July 9 - August 17 ....\$45.00

August 1 - August 18.... 23.00

These amounts include a caution fee of \$2.00 refundable, in whole or part, on the day the student leaves the dormitory.

All students who expect to have within ten credits of full High School Diploma standing and-or students who lack one or two of the requirements set for university entrance should be urged to consider this opportunity to concentrate during the summer and try to save themselves a year's time.

Inquiries should be addressed to G. F. Bruce, Director, Grade XII Summer School, Department of Education, Edmonton.

## Free Filmstrips

The Audio-Visual Aids Branch of the Department of Education has for free distribution a limited num-

ber of the following filmstrips:

**MACHINE SEWING** (Singer Sewing Machine Co.)

**CANADIAN CAREERS IN TEXTILES**

**CAREERS IN CANADIAN LIFE INSURANCE**

**SAVING WITH A PURPOSE**

If the principal of any school that is gathering a filmstrip library will write, giving assurance of that fact and requesting the filmstrips he wants, copies will be sent free of charge until the supply is exhausted. Each filmstrip is suitable for teaching in its particular area and is well produced.

If the filmstrips are found satisfactory, it is suggested that principals write to the Singer Sewing Machine Co., Edmonton, Alberta, or, in the case of the last three filmstrips, to Benograph, 100 Adelaide Street, Toronto, Ontario, expressing appreciation and commenting on their usefulness. The materials have been placed in the Audio-Visual Aids Branch by these sources for free distribution to schools.

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## ***News from***

### **Andrew Teachers Discuss Public Relations**

Teachers of the Andrew Sublocal held a meeting recently at the home of Irene Calder, at which John Huculak presented a report of the recent Northeastern Alberta councilors' meeting held in Willingdon.

N. A. Melnyk, the public relations officer, emphasized the importance of better teacher-public relations, stating that teachers do not keep the public well enough informed of their accomplishments, both in school and in the community. He pointed out specifically that many of the parents are not aware of the objectives of the present day classroom teaching.

### **Superintendent MacLeod Speaker at Beiseker**

The entirely *traditional* or entirely *progressive* method of teaching was condemned by Superintendent MacLeod in his talk to the 30 teachers present at the Beiseker meeting on January 17. He, instead, recommended a course which combined the best features of the old-fashioned and the modern systems of education.

Eight controversial issues concerning the teaching of reading were also discussed at the meeting. The two conclusions reached were (1) there are many controversial issues which probably will never be decided; (2) there is no "one best method" of teaching reading. Individual differences in pupils make it necessary for the teacher of today to be a craftsman with a great variety of techniques at his disposal.

### **Bentley-Eckville Sublocal**

At the meeting on January 10 of the sublocal, Councillor Gordon Schwann gave a report of the local executive meeting in Lacombe, and T. M. McManns spoke on behalf of

## Our Locals

the salary negotiating committee and outlined future plans.

### Buck Lake Sublocal

Various problems of interest were discussed at the January 20 meeting. A vote of thanks was tendered Mr. MacDonald for his report on *The County Act*.

Superintendent C. Pyrch will be present at a future meeting of the sublocal.

### Teachers Meet At Ferintosh

The members present at the January 8 meeting of the New Norway-Ferintosh-Bashaw Sublocal voted in favor of giving the negotiating committee the authority to meet with the board and come to an agreement without contacting all the teachers.

After the business part of the meeting was concluded, Oscar Fadum introduced the topic "More Formal Grammar Should Be Taught in the Classroom," and an interesting discussion followed.

### Jarvie-Fawcett Teachers Hear Report on Code of Ethics

The main item of business at the second meeting of the sublocal was the Code of Ethics. R. A. Taylor and R. B. Marsh gave an extensive report on each of the fifteen points mentioned in the Code.

### Lethbridge Local Nominate District Representative

R. A. Kimmitt, principal of Diamond City School, was nominated to run as district representative for Southwestern Alberta. The nomination followed an announcement by McNair Knowles that he would resign the post at the Easter Convention. Mr. Knowles has held the position for the past year. Plans for Mr.

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Kimmitt's campaign will be made by  
Ken Bride of Iron Springs.

#### Enterprise Teaching Topic at Marwayne-Streamstown Meeting

At the December meeting the members present discussed enterprise teaching and salaries. A desire to know more about how to teach the enterprise was expressed and it was decided to invite J. V. Jacobson, supervisor of instruction for the Division, to the next meeting to explain how to organize and develop an enterprise on a topic which may be used by the teachers in their own classrooms.

#### New Sarepta Sublocal

Three interesting films were shown by Principal Val Roos at the January 18 meeting of the sublocal.

A portion of the time was allotted to a discussion with the school van drivers who kindly offered to render transportation to the parents who wished to attend the next teachers-parents meeting.

#### Olds Local

The items of business under discussion at the January twenty-third meeting were: nominations to the Provincial Executive; report of the investigating committee, headed by Erb DeBow; festivals and the financial report of 1950; local business.

#### Provost-Hayter Sublocal

At the February eighth meeting of the sublocal Gladys Siebrasse read a letter from Miss Nelson of the Department of Extension saying that she would adjudicate the drama and elocution at the festival, and outlined the points looked for by adjudicators.

The meeting went on record as favoring three resolutions for the AGM, submitted by the Czar-Hardisty Sublocal.

W. Fraser spoke on *The Teachers' Retirement Fund Act*, and an in-



formal discussion regarding teachers' pensions followed.

#### Swalwell-Acme Sublocal

At the December meeting of the sublocal, Councillor Semenchuk, councillor, gave a report of the Calgary meeting, which was followed by an interesting discussion of salary schedules. Ten teachers were present at the Beiseker meeting on January 17.

#### Vulcan Local

##### Consider Constitution

The first executive meeting of the newly-formed Vulcan Local Association of the Alberta Teachers' Association was held on February 4. Eleven members were present to consider a constitution for the local and other important business items. When the constitution is accepted by the Alberta Teachers' Association, a charter will be sent to the newly-formed local.

Russell Patrick, principal of Lacombe Schools, was nominated by the executive to run for the office of president of the Alberta Teachers' Association, E. G. Callbeck, Calgary, for vice-president, and Roy Eyres, principal at Arrowwood, for district representative.

The three sublocals were represented at the meeting, Arrowwood-Queenstown - Milo; Vulcan - Brant; Carmangay-Champion.

#### Wildwood-Evansburg

Tentative plans were made for the 1951 sports day at the January twelfth meeting. Some preliminary discussion was held on the topic of cumulative records. A lecture on this subject was given by A. A. Aldridge, director of guidance, on January 17.

#### Westlock Local

Nominations for the various positions on the Provincial Executive were made at the January meeting.

*(Continued on Page 64)*

The Management  
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## Mathematics Teaching on the March

*Continued from Page 11)*

field has been the construction and the use of aptitude tests which supply guidance information whereby the successes and failures of the pupils may be anticipated with a high degree of accuracy. The Bureau of Educational Research and Service of the State University of Iowa publish aptitude tests that are valid (0.76) and reliable (0.87) in both algebra and geometry. The results of such tests may be used to guide pupils to, or away from, certain subjects in mathematics; and if an unwise choice has been made through the insistence of the parent or pupil, the mathematics teacher will be able to prescribe a remedial program early in September rather than after the Christmas examinations when it probably will be too late to do very much for the youngster who is weak in mathematics.

Each pupil failure is a real economic loss, not counting the probable psychological impairment to the individual, so teachers can prevent or at least ease the situation by subscribing to the efficient use of aptitude tests, diagnostic tests, and

remedial tests in mathematics.

The study of several catalogues of standard tests will reveal to the teacher that the market is flooded with tests in mathematics of all types, hence the choice of suitable tests poses a problem. It is advisable to use only authorized tests. On the other hand, if you are interested in some other tests, purchase sample copies which can then be studied from the standpoints of validity, reliability, and local suitability, prior to any anticipated quantity purchase. Remember before you order any tests, that it is a waste of time and money to give tests unless you are prepared to give them under standard conditions, and unless at the same time you are willing to take the required action subsequent to the interpretation of the results.

Audio-visual aids in mathematics classes are effectual in the educative process only to the extent that teachers will employ a special teaching technique. We must not assume that such tools of education as films and filmstrips are substitutes for the efforts of the teacher, for if we do, the supposed educational process al-

What is volume? It can be more than the rote memory of certain formulae for the boys, shown in the bottom picture, who have constructed and are now studying the various properties of these snow models, in a "different" type of assignment. Right, the tools by which a draftsman earns his living can also be the tools the children use to solve, in a "different" manner, some of the exercises in school mathematics.



though it might prove to be interesting and entertaining, will actually be just so much wasted time. The use of these so-called "other educators" in mathematics requires the best efforts on the part of the teacher in the way of preparation, presentation, and follow-up work. The film or filmstrip should be made such an integral part of the lesson under consideration that close to normal classroom conditions are preserved at all times. Such a technique entails: (1) a preview of the film by the teacher in order to plan a definite course of procedure appropriate to the particular lesson; (2) the proper motivation and the preparation of the pupils so as to supply them with the necessary background for a profitable interpretation of the film; (3) an active and intelligent participation throughout the showing of the film on the part of the pupils; and (4) the follow-up work which may entail discussions, reports, questions to answer,

paragraphs to write, diagrams to draw, or any other outcomes which will help the pupils to remember, to think, and to profit from what they have seen.

There is no lack of films or filmstrips pertaining to mathematics on the market today, and a casual study of the catalogues of the Audio-Visual Aids Branch, or the General Films Limited of Regina (the outstanding Canadian distributors for practically every American and British firm manufacturing films or filmstrips), will only reassure teachers in this respect. The director of the Audio-Visual Aids Branch has assured the author on several occasions that if the demand for any series of films or filmstrips is sufficient, the Department will procure the desired visual aids. Such a progressive policy places the responsibility strictly in the hands of interested mathematics teachers if the required films or filmstrips are not available in Alberta.

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## Public Support for Better Schools

*(Continued from Page 14)*

acity as a citizen? Hasn't he done enough toward contributing to the community effort by the time he is through instructing the community's children? Isn't he already, in the case of a small community, sufficiently in the public eye for him to retire into his shell and let others have the limelight after school hours? If schools were the ideal places we intend they shall be some time in the future, we might give a hesitant yes to these questions, or at least let the teacher please himself about it. But the schools aren't ideal and the public isn't as yet sufficiently aware of what it must do about it. So the teacher must bestir himself in the community and make his presence felt. There are, of course, places where he already does this and does

it to the point of being overburdened.

But though the ultimate responsibility for good public relations rests with the individual teacher, he must not feel that he is fighting a lone battle. He must know that his fellow teachers are actively pursuing the same aim. He must know, also, that their efforts and his are not haphazard, relatively ineffective sallies but are part of a coordinated plan which will give maximum effect to what they do.

This is where the teacher associations come into the picture. The individual teacher, for instance, cannot do much to ensure that every organization in the community *has a teacher representative* on its executive. His association, on the other hand, can very easily do something about it.



## Our Library

### The World—

A General Geography, by L. Dudley Stamp and G. H. T. Kimble, *Longman's, Green and Company Limited*, 698 pp., \$2.50.

### The Geography of Canada—

J. Lewis Robinson, *Longman's Green and Company Limited*, 200 pp., \$2.75.

At a time of increasing lay concern that neither the teachers nor the school children of today know enough geography, *Longman's, Green and Company Limited* have published two excellent books which should go a long way towards remedying this deficiency (sic).

*The World* is a general geography, whose 698 pages are crammed with interesting information. The section headings of the book tell their own story: Part I, Mathematical Geography, The Atmosphere, The Hydrosphere, The Lithosphere, The Major Geographical Regions, Man on the Earth; Part II, North America, South America, Europe, Asia, Australia and New Zealand, Africa.

The book is written in direct and simple style, and has numerous illustrative diagrams, pictograms, and maps. It would make a very useful reference book for teachers as well as pupils.

*The Geography of Canada*, with its 200 pages of printed material, 48

maps, 9 graphs, and numerous photographs, is a welcome addition to the comparatively meagre library of Canadian geography texts and reference books for junior high school grades. Its format and large print, simple language, and suitable exercises at the end of each chapter are its principal commendable features.

### A Teacher Looks at the Curriculum—

John Diamont, *The Ryerson Press*, Toronto, 60 pp., \$1.00.

In a foreword to the book, A. J. Wilson, of Toronto, says:

"The contribution which Mr. Diamont makes to the study of education is the result of his own classroom experience, though the book shows that the author possesses a real understanding of both the history and the philosophy of education. Perhaps the main value of the book, however, is that it reveals the contribution which is being made to our Canadian cultural life by those who have come to us from other lands (Mr. Diamont was born in Greece and came to Canada in his early 'teens, unable to speak or understand a word of English), and so completely identified themselves with our intellectual life that they train Canadian youth, and give constructive criticism of the latest curricula, and educational technique."

Some read to think—these are rare; some to write—these are common; and some to talk—and these form the great majority.

C. C. Colton

## Mon Dieu! J'ai Failli Echouer

(Continued from Page 13)

of French in its etymological aspects. Chapter VI of the French 2 text, "Lectures pratiques" entitled "L'influence du français sur la langue anglaise" is quite useful and interesting.

### Pour la bonne prononciation

A rather artificial method of testing pronunciation is provided in Question 7, but nevertheless it is a certain test. In part (2), watch for words beginning with the aspirate "h," but be sure to make the liaison with the nasal sounds, e.g., en allant. Note that the course of studies suggests type questions for practice and review of phonetic symbols; such

questions should provide a more accurate test of what the student has learned about correct pronunciation, than has as yet been possible.

In Question 8, a French passage is to be translated into English. As in Question 4, this passage is broken down for marking into several sections, so that the student cannot lose too much on any particular part that may prove difficult. One-half mark is deducted for *each* word incorrectly translated or omitted, as well as for each deviation from the sense.

Although much less stress is placed today on "straight translation" from French to English, nevertheless, the student should be able to give a "polished" translation of such a pas-

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sage, and should be encouraged to think it through, revolving the phrases in his mind until they *sound like English* before committing them to paper.

Répondez en français

A knowledge of the plot of the story prescribed for the year's reading is involved in Question 11, and the student must answer the questions in *French*. It is surprising how many students apparently misread the instructions and answer in *English*. Two marks are given for each answer, i.e., one mark for the correct *information* expressed in French, even though the French is somewhat imperfect, and two marks if the answer is expressed in *perfectly correct* French.

Students should be warned against inserting English words in these answers to replace French words lacking in their vocabulary. Some students lose marks here because they fail to answer in *complete sentence form* as instructed.

Question 12 on "civilization française," asks the student to complete seven sentences involving factual information about France. All of them are points which have been at least touched on in the three years' course, one mark each.

N'oubliez pas les détails!

In conclusion, we might state that the very real difficulty in preparing students for the French 3 examination is the vast ensemble of tiny points to be remembered. Once more we repeat that it should be stressed that full marks are never given for an answer that is not *perfectly correct*. While three hours is much more time than is required to "do" the paper, the student must realize that very careful attention to detail, followed by adequate checking over of his paper, is necessary if he is to receive the mark he deserves after three years of hard work.



# Letters

## CEA Bursaries

January 25, 1951.

To the Editor:

Approximately fifty bursaries, each carrying a \$100 travelling allowance, are arranged annually by the Canadian Education Association for teachers wishing to go on exchange to other Canadian provinces. Although many applications have been received for the Canada-United Kingdom exchanges, few applications have as yet been received for those in the interprovincial field. I trust that a number of Alberta teachers will file applications with the CEA secretary in the immediate future.

Will you kindly direct the attention of our colleagues to the fact that applications will be welcomed. Applications should be addressed to Mr. F. K. Stewart, Executive Secretary, 206 Huron Street, Toronto 5, Ontario.

Yours very sincerely,

M. E. LAZERTE,  
President,

Canadian Education Association.

## Vacation Certificates

To Registrar and Principals  
Canadian Schools and Colleges:

The following reduced fare arrangements have been authorized by this Association for teachers and students of Canadian Schools and Colleges in connection with their Easter holidays:

Territory:

Between all stations in Canada.

Conditions:

Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

Fares:

Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

Dates of Sale:

Tickets to be sold good going from Tuesday, March 6, 1951, to and including Monday, March 26, 1951.

Return Limit:

Valid for return to leave destination not later than midnight Monday, April 9, 1951.

Tickets will be good for continuous passage only.

**Note:** Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to Superintendents, Inspectors or Secretary-treasurers of School Districts, or to this office.

CANADIAN PASSENGER  
ASSOCIATION

Roy H. Powers,  
Vice-Chairman.

## Extra-Mural Studies

Senate House,  
London, W.C. 1,

To the Editor: January 3, 1951.

For the fourth year in succession the University of London is holding a Summer Vacation Course designed primarily for graduates and teachers from North America. The subject for 1951—Literature, the Visual Arts and Music in Britain Today—has been selected with special reference to the Festival of Britain. Students attending the course will have every opportunity of visiting the musical and dramatic events arranged in this connection.

Specialist tutorial classes will be held in the following subjects: poetry, the novel, drama, music, painting and sculpture. For those who do not specialize, tutorial work will consist of more general study of contemporary English literature.

Copies of the prospectus may be obtained from (Mr.) T. H. Matthews, Secretary, National Conference of Canadian Universities, McGill University, Montreal.

Application form should also be obtained from Mr. Matthews and returned by March 31, 1951. (After that date, applications should be sent direct to the University of London: they will be carefully considered if vacancies still exist.)

A. M. PARKER,  
Organizing Secretary,  
University of London.

Mathematics Teaching  
On the March

January 9, 1951.

Dear Eric:

The suggestion contained in your letter of January 6 regarding the division of parts IV and V of my article is an excellent one.

I've received a number of letters from teacher groups throughout the province, and the interest shown by a number of ATA locals is beyond my wildest dreams. Strange as it may seem, a number of these ATA locals and sublocals (some city locals at that, where I thought the teachers were conservative in their outlook) are making a study of the new trend in mathematics teaching that I'm

portraying in the article. These teacher groups have asked me for manuals, handbooks, charts, reference books, etc., that could be used in their study groups. The requests have given me an idea, for in the Part VII of my article I'll include a bibliography of books and materials that teachers could secure and study.

Reading between the lines of some of these letters, I can see where the Alberta Teachers' Association is truly becoming a professional organization, for the teachers are definitely improving their own qualifications by following a definite program of inservice training. It thrills me to realize that I'm playing a part in these study groups in mathematics. All thanks to you, Mr. Ansley, for having the vision to inspire such study groups. In fact, what worries me is that this influence on mathematics teaching through *The ATA Magazine* appears to be stronger than that exerted by the Faculty of Education, or the Department of Education. I wish I had the blessings of these two groups for my views in the series *Mathematics Teaching on the March*.

Just to give you an idea what positive action some of the teachers are taking in respect to the article, I'm enclosing a representative letter that I received just the other day from your city of Edmonton. A group of teachers at Willingdon have asked permission to visit Chinook one of the weekends to make a study at first hand.

Yours respectfully,  
JOHN C. CHARYK.

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(Continued from Page 57)

An interesting discussion was held on group insurance and it was felt that further investigations should be carried out.

The meeting was informed that the 1950-51 salary schedule negotiations had been completed by the bargain-

ing agent. Gains were made in the minimum, increments, and in degree work. The 1951-52 schedules discussions were started. The 1950 delegate to the Banff Workshop, G. R. Meal-ing, was appointed public relations officer.